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SCHOOLS INQUIRY COMMISSION.

Vol. VIII.

GENERAL REPORTS

BY

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ASSISTANT COMMISSIONERS.

MIDLAND COUNTIES AND NORTHUMBERLAND.

Presented to both Houses of Parliament by Command of Her Majesty.

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INSTRUCTIONS TO ASSISTANT COMMISSIONERS.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.,
March 1865.

SIR,

THE duty assigned to the Schools Inquiry Commissioners is to ascertain the state of education in the schools that have not been already reported on, and to recommend measures, if any can be devised, for its improvement. It is obvious, that in order to discharge this duty the Commissioners must begin by ascertaining the facts. The education now given in the schools, the facilities for improvement that may already exist in them, the demands and wishes of the parents, the cost of the present system, the probable cost of a better, the burden which the parents are willing to bear, these and similar facts must be the basis of any measures which it would be wise to recommend.

The Commissioners have already issued circulars, copies of which are now put into your hands. The answers will give much information on the chief points on which it is needed. But this information is of necessity incomplete; it requires to be supplemented by the evidence of independent observers. The masters, for instance, may tell what they teach; but it is only by independent examination that the true value of that teaching can be ascertained.

For this reason the Commissioners have determined to send Assistant Commissioners into selected districts to make careful inquiry on the spot into all the facts that bear upon the subject. The district assigned to you for this purpose is—

I. Your first duty will therefore be to ascertain the present state of education in the district. You will observe that by the words of the Commission (a copy of which is annexed), the inquiry is bounded on the one side by the province assigned to the Duke of Newcastle's Commission in 1858, and on the other by that assigned to the Earl of Clarendon's Commission in 1861. It is not possible to draw the boundary precisely in a country in which no class of society is separated by a definite line from that which is above and that which is below it. But you will understand that you are required to give your chief attention to the schools attended by the children of such of the gentry, clergy, professional and commercial men as are, of limited means, and of farmers and tradesmen.

A. The schools which you have thus to inspect seem to be divisible into three classes:—

1. The grammar schools and those endowed schools which, though not grammar schools, do not appear to have been intended for the children of labourers.
2. Proprietary schools, which not being endowed, are private property, but are owned by single proprietors, or by proprietary bodies, distinct from the schoolmasters.
3. Private schools, which are the property of the schoolmasters who teach in them.

1. In regard to the grammar and other endowed schools, it is desirable to ascertain not only what is their present condition, but also how far they seem to be fulfilling the purpose for which they were founded. You will therefore endeavour to inform yourself both what sort of education the founder meant to prescribe, and to what class of children he meant to give that education. You will report whether the school appears to fulfil these two purposes; and if not, whether this is due to some fault in the management, or whether the two purposes have become incompatible with each other by lapse of time, and scholars are no longer to be found whose parents wish them to learn what the school was founded to teach.

It is a further question whether, without reference to its original purpose, the school is now a useful institution. You will, therefore, endeavour to get leave to examine the scholars, or a part of them, that you may judge for yourself what is the character of the instruction. You will report whether the education is good of its kind, and suitable to the needs of the scholars; whether the discipline appears to be careful and effective; and the moral tone sound. You will endeavour to ascertain whether the parents of the scholars appear to value the teaching that the boys receive, and particularly whether the boys remain long enough at school to derive the full benefit of that teaching. You will report whether the results, taken altogether, are satisfactory and proportionate to the amount of endowment; and if not, whether the fault appears to lie with the school or with the parents, or is due to circumstances independent of both.

You will also inspect the grounds and buildings, and report on the schoolrooms, the accommodation for boarders, if any be provided, and the playground.

Finally, it will be desirable to ascertain the estimation in which the school is held in the neighbourhood, and whether there is any general wish to have a change in the character of the instruction, or in the laws or regulations of the foundation; and if so, what are the reasons for such a wish, and whether they appear to have any ground to rest on.

2. The great increase of late years in the number of proprietary schools is a strong testimony to the disposition of the public to think favourably of the principle upon which they are founded; and it has even been suggested that the grammar schools might be much improved by attaching proprietary schools to them. It will

be well, therefore, to examine with care what special results are obtained by schools of this kind, and to what causes these results are due. It is also of importance that you should ascertain whether the control of the directors interferes injuriously with the master in the conduct of the school. In other respects your inquiry into these schools will not differ from that which you will make into the grammar schools, except that the absence of a foundation will render unnecessary any comparison of the present condition with the object aimed at by the founder.

3. The great number of the private schools renders it impossible, even if it were advisable, to make a personal inspection of every one of them throughout your district. You must be left very much to your own discretion to decide which you will visit, and how closely and searchingly you will examine any that you do visit. But you will bear in mind that the general object of the Commission is to ascertain what is the character, quality, and moral tone of the education now given to the children of the middle classes; and you must push your examination far enough to satisfy your own mind that you can give a trustworthy report on this point. Many of the schools will undoubtedly be found so like each other, that to have seen a few is to have seen them all. The few that may perhaps be exceptional will be prevented, by being exceptional, from affecting the general result. By going first to the county towns, and one or two others of considerable size, and making a tolerably exhaustive inquiry there, you will probably obtain such a general conception of the education of the whole district as will enable you afterwards to decide without difficulty what schools to visit and what to pass over elsewhere.

You will be supplied with circulars of questions to be answered, and statistical forms to be filled up for as many private schools in your district as you find willing to supply such information.

B. To the inquiry into schools of the ordinary kind it may be well to add an examination of what may be called supplementary means of education. Such, for instance, are Art schools, which the scholars of ordinary schools have it in their power to attend, and special schools or colleges in which professional rather than general education is given.

This inquiry is to be considered as strictly subordinate to the other. General and not special instruction appears to the Commissioners to be their proper province. But still there are some facts which it is important to ascertain in regard to means of education of this kind. You will examine, for instance, whether Art schools are found to put good drawing within the reach of boys who could not otherwise obtain it, and whether this may not be the cheapest and most efficient means of supplying this kind of instruction. It is a question of the same kind, whether in towns good museums may not supply means of teaching natural science; whether the scholars from several schools might not attend a common lecture in chemistry and have the use of a common laboratory.

In the professional schools and colleges you should inquire what previous general instruction is found to be the best preparation,

and whether the authorities of schools of this kind prefer that their pupils should possess sound general knowledge on their entrance, or that they should have anticipated the elements of what they are now to learn. On the other hand, it would be well to inquire how far these professional schools are themselves successful in preparing boys for professions; and, if not successful, what appears to be the reason of their failure; if successful, whether that success has to be purchased by the sacrifice of general cultivation.

C. The education of girls does not fall so largely within the province of the Commission as that of boys. Girls are much more often educated at home, or in schools too small to deserve the name. And the Commission are not charged with an inquiry into domestic education or private tuition.

But the education of girls cannot be excluded from view. It is said that there are endowments to which girls as well as boys have a claim, and it will therefore be impossible to make recommendations relating to endowments without reference to both sexes. Further there are endowments not hitherto applied to education which may possibly be so applied hereafter; and in dealing with these it seems unreasonable to take for granted that girls are to be excluded. And even if the Commissioners find themselves unable to recommend immediate measures for the improvement of the education of girls, it will still be well worth while to ascertain and lay before the public information respecting the present state of that education, and thus supply a basis for subsequent action to this end.

You will, therefore, report on the more important girls' schools in your district, and particularly on any which possess endowments. You will endeavour to ascertain what amount and kind of education is generally considered necessary for girls, what time is given to it, what it annually costs, and how far it appears to fit the girls for their after life.

II. Besides inquiring into the state of education, it will be your duty to find out from the parents what are their own wishes, and what expense they are willing to incur. Upon their co-operation all improvement must mainly depend. And even if their wishes are mistaken and arise from imperfect acquaintance with the subject of education, it is still necessary to ascertain them as an important element in the consideration of what is to be done, whether through this Commission or other agency. The wishes of the parents can, of course, be ascertained only by conversation and correspondence. In the course of your examination into the schools you are sure to meet with many whose interest in the matter and general intelligence will make their statements on this subject valuable. You will endeavour to find out how far it is the wish of the parents to alter the subjects of instruction; how far to introduce teaching of a more professional character; whether they are at all aware of the cost of a really sound education, and whether they are willing to incur that cost; what are their prejudices in reference to associating with the class below them and the class

above them; under what circumstances they would prefer day schools or boarding schools respectively. The answers to these and similar questions will be of the utmost importance in determining what measures of improvement are not only desirable but practicable. In short, you will generally endeavour to inform yourself of the desire which may prevail among the middle classes of society in your district for an improved system of education that may be made available for their children, and also of such measures as may recently have been taken to meet their wishes in this respect.

In conclusion, I am to warn you that the Commissioners can give you no compulsory powers. The success or failure of your mission will depend very largely on your own tact and prudence. It is true that your duties are of a kind that ought to encourage those who are employed in education to give you every assistance in their power. There cannot be the slightest doubt that whatever tends to throw light on the present state of education, and still more whatever tends to improve it, will largely increase the demand for teachers of every kind, and by so doing will promote their interests, and add importance to their profession. But it would not be difficult to convey the contrary impression, and to close almost all access to information by prosecuting your inquiries in an inquisitorial and injudicious spirit. It will be your duty to arrive at the truth in whatever way shall give least trouble and least annoyance to those from whom you are seeking it. You will of course make no distinction with regard to religious creed in respect of the schools you may desire to visit.

The main object of your mission will be to collect matters of fact, and ascertain the opinions of others. At the same time the Commissioners do not wish to preclude you from expressing any opinions of your own as to the remedial measures which you may think expedient. But it will be desirable that you should express such opinions in as brief and summary a manner as possible.

The Commissioners consider that your inquiry may be completed in six months, and that you will be able to finish your Report within two months afterwards.

By order of the Commissioners,

H. J. ROBY, Secretary.

SCHOOLS INQUIRY COMMISSION.

REPORT

BY

MR. H. M. BOMPAS.

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REPORT.

MY LORDS AND GENTLEMEN,

I HAVE now to lay before you the result of my inquiries into the state of Middle-class Education in the district assigned me. This district included the four Welsh counties of Glamorgan, Flint, Denbigh, and Montgomery, to which were subsequently added the county of Hereford and the towns of Chester, Shrewsbury, and Monmouth. District assigned.

To collect the requisite information I have been twice through the whole of my district. On the first occasion I visited all the schools in it, with very few exceptions, and collected such statistics concerning them and concerning the wants of the population surrounding them as I was able to obtain; I also endeavoured to ascertain the opinions of the masters and mistresses on some of the most important questions connected with education; and, lastly, I examined *vivâ voce* a certain number of the schools. On the second occasion my object was to ascertain the actual state of knowledge of the children in the schools. For this purpose I prepared three papers of questions for boys and three papers for girls, copies of which will be given in the appendix to this Report. I set these papers to as many schools as were willing to receive them, in all cases superintending the examination in person, or being represented by a gentleman acting as my deputy. In this way I examined 1,485 boys from 39 schools, and 626 girls from 37 schools; and the results of those examinations, and the conclusions I have drawn from them, will be found at pp. 39 and 67. I also sent to all the private schools in my district the questions supplied to me by the Commission; but I have not received many answers, only 18 boys' schools and 29 girls' schools having returned the forms filled up, many of them only partially. This did not arise in most cases from any unwillingness to give the required information, but merely from the difficulty in giving the requisite time experienced by persons so constantly engaged as are the masters and mistresses of most schools. Very many others, I know, wished and intended to return me their forms filled up. Several mistresses, however, declined to fill up the paper, mainly, I think, on account of the 11th and 12th questions, which they misunderstood, and considered to amount to a reflection on their mode of keeping school. These two questions, in fact, have been one of the chief Mode of collecting information. Objections to questions 11 and 12.

obstacles I have experienced in obtaining the information I required.

Moral training.

I have felt strongly that in one respect my investigations have been incomplete. I have only been able to test the intellectual training and general arrangements of the schools; I have not attempted to investigate—and I think it would have been impossible to do so—the moral training, which is, after all, the most important part of education. I have, of course, formed some opinion in the case of individual schools; and I may say generally, that, with some lamentable exceptions, the masters of schools in my district are, I believe, endeavouring to do their duty in this respect. I shall not, however, make any more particular report on this branch of the subject.

Aid afforded me in my investigation.

On both occasions I have met with very great kindness and courtesy; and in the majority of cases the masters and mistresses have afforded me all the information I desired, often at very considerable inconvenience to themselves, and have permitted me to examine their schools if I wished to do so. I would take this opportunity, too, to return my especial thanks to those gentlemen who aided me in conducting my examinations. Whenever I have needed it, I have found gentlemen willing to devote the whole or greater part of a day to acting as my deputies in schools at which I was not able to be personally present, or aiding me when the numbers to be examined were more than I could properly superintend. I was also greatly indebted to various gentlemen for the loan of rooms in which to conduct joint examinations; and I may mention, in particular, the vicars choral of Hereford Cathedral, the vicars of Swansea, of St. Mary, Cardiff, and of Newtown, the mayor of Leominster, and the master of the grammar school at Swansea. The masters of the national schools at Swansea, Cardiff, and Newtown also deserve my sincere thanks for the aid they gave me in effecting the necessary arrangements.

Characteristics of district.

Before proceeding to the consideration of the schools, and the education provided by them, I will endeavour to give some idea of the characteristics of the several counties comprised in my district.

Glamorganshire.

Glamorganshire is for the most part a mining and commercial district. The abundant supplies of coal and iron that are found in it attract into it and afford occupation to a very large population: the same causes make the ports on the coast active commercial centres, where a large amount of business is carried on besides that which I have named. The rise of this commercial activity in the county has been very rapid, and the increase of the population has been so likewise. During the 10 years from 1851 to 1861 the population increased from 240,095 to 326,254, or nearly 36 per cent., though the rate of increase throughout the whole of South Wales was only 15 per cent.

Swansea, Cardiff, and Merthyr.

The three most important towns in the county are Swansea, Cardiff, and Merthyr; their populations within the limits of the parliamentary boroughs are respectively 41,606, 32,954, and 83,875. In 1831 their populations were only 19,672, 6,187, and 27,201. They differ very considerably in character. Merthyr

is the great centre of the iron manufacture, and the population consists almost entirely of persons engaged in the iron works. The number, therefore, of persons who are in a position to send their children to any other than a national or British school is comparatively very small, and it is still further diminished by the fact that there are excellent schools, conducted on the system of the National School Society, attached to each of the principal works, which the children of the managers, and others, (who, if this were not the case, would be sent to private schools,) attend. Cardiff is the great shipping port for the coal and iron of the district, and has a more mixed population. The increase in the number of its inhabitants has been exceedingly rapid, especially about the docks, and in consequence rents are very high, and there is great difficulty in finding good accommodation for schools. The population in that part of the town is such as is usually found in seaports, containing a large number of persons of the lowest class, together with a considerable number of sea captains, tradesmen, and others of the lower middle-class. The town has few attractions except for purposes of business, and the inhabitants are almost all of them engaged in some trade or profession. The suburbs are healthy, and there are one or two considerable boarding schools; but many of the upper middle-class send their children to Bath or Clifton, which are within easy reach, and this appears to affect injuriously the upper-class schools in the town. Swansea has great commercial activity independently of the coal trade. It is the great centre of the trade in copper, more than half of the copper brought to England being smelted there. The inhabitants are for the most part prosperous, and besides those who have amassed fortunes in various branches of commerce it contains a large number of well-to-do tradesmen, and clerks in the various works and offices, who receive considerable salaries. It possesses also many of the attractions of a watering place, and there are a considerable number of persons living there who have no business engagements. It has, therefore, a far larger number of children needing a good education than either of the other towns.

The agricultural population of the county consists chiefly of small farmers, many of whom have to work harder and live more sparingly than ordinary labourers. Such persons can hardly be expected to provide their children with more than a National school education. Where there are larger holdings the difficulty of obtaining labour is very great, owing to the high wages offered in the mining districts, and this both lessens the profits of the farmers and at times almost obliges them to keep their children at home to do the necessary work on the farm, which could not otherwise be provided for.

Flintshire.

The county of Flint is also to some extent a mining county. Coal and lead are found in considerable quantities, and it seems probable that these works will increase. At present, however, there has been no great influx of English into the county, and the mining operations, especially the lead mines, are conducted mainly by small adventurers. The towns are all small, the largest being Holywell and Mold, with populations of only 5,335 and

3,735 respectively. Welsh is still spoken in many parts of the county, but not on the borders of Cheshire, while it is becoming gradually supplanted by English along the coast and in the towns.

Denbighshire. Denbighshire is a large and important county, differing very much in character in different parts. It is mostly agricultural, but has several towns scattered through it. Wrexham, the principal one, is an important town of 7,562 inhabitants, with a considerable trade. Ruabon is becoming surrounded by a very large population, owing to the coal and iron mines adjacent to it. There seems reason to suppose that there are minerals under a considerable part of the county. This is of some importance, as rendering probable an increase in value at some future time of the lands held by the different endowed schools. In the agricultural part of the county the farms are larger than in Glamorganshire, and its extreme beauty has drawn into it many gentlemen whose seats are scattered about it. It is greatly visited in summer by tourists, especially the vales of Llangollen, Clwyd, and Llanrwst, and in such places English is pretty generally spoken; but in the less frequented parts Welsh still prevails, and only a few miles from Denbigh I heard of persons holding considerable farms who knew no English. A great part of the county is very thinly populated, and for a distance of 15 miles square there are no schools of any kind except national schools.

Montgomeryshire. Montgomeryshire is an agricultural county, with the exception of the towns in which the woollen manufacture is carried on. It is very thinly populated, and the western district is mountainous. The population are rather poor, even the woollen manufacture being in a depressed state, and affording apparently but uncertain profits. Through a large part of the county Welsh is the language still usually spoken.

Herefordshire. The county of Hereford is also an agricultural county, and considerable parts of it have not as yet been visited by the commercial activity which has spread throughout the rest of England. Hereford itself is an important county town, with a population of 15,587, and is prosperous and increasing. The four other principal towns are Ross, Leominster, Ledbury, and Kington. The farmers are for the most part prosperous, and have especially made large profits from their hop gardens during the last two or three years. The land is very rich, the average annual value per acre being 25*s.*, while in Glamorganshire it is only 10*s.*

Monmouth, Chester, and Shrewsbury. Monmouth is a small and very quiet county town, with only 5,783 inhabitants, but is remarkable for its Grammar School, which has a very large endowment. Chester contains 31,110 inhabitants, and Shrewsbury 22,163. They contain a considerable number of schools, to which Welsh children sometimes go on account of their vicinity to Wales, and it was mainly for that reason that they were added to my district. In the schools at Shrewsbury there appear, however, to be at present very few Welsh pupils.

Some idea of the relative wealth and commercial importance of the counties may be formed from the returns of the property-tax. The following table gives the annual value at which the different

species of property are rated in each county, and also the net annual income taxed under schedule D., *i.e.*, derived from trades, professions, or employments in the county:— Value of property in district.

TABLE 1.

County of	Acreage.	Gross Annual Value of Property assessed under Schedule A.					Net Amount of Profits assessed under Schedule D.
		Land.	Messuages.	Mines and Ironworks.	Railways and Canals.	Other Property.	
		£	£	£	£	£	£
Denbigh -	386,052	326,915	78,994	117,764	5,461	3,795	86,847
Flint - -	184,905	205,584	74,051	53,467	2,841	3,069	107,366
Montgomery -	483,323	287,163	51,552	5,109	2,913	4,220	60,812
Glamorgan -	547,494	272,249	453,310	356,568	131,972	88,778	527,116
Hereford -	534,823	678,635	147,448	894	40,611	7,285	137,087

The enormously superior wealth of Glamorganshire and the value of the land in Herefordshire are apparent.

The object of the present inquiry being the education of the middle and upper classes, the returns of the population of the different counties obviously afford but a very small clue to the number of children who need such an education. An approximate idea of this, however, may be obtained from the income-tax returns. All persons with incomes derived from any trade, profession, or occupation within the county are included in the income-tax returns under schedules D. or E. They do not include persons who derive their income only from fixed sources, such as the funds, but probably in such counties as those under consideration the number of these is comparatively small. Under schedule B are assessed all those who are tenants of land of the value of 200*l.* a year or upwards, that being considered equivalent to the possession of an income of 100*l.* a year. From this number, however, considerable deductions must be made, from the fact that the farms and not the persons are rated, and that one person holding two farms would be counted as two persons. Proportion of the population of the middle class.

The following table will show the number of persons engaged in any business or occupation who have a total income above 100*l.* and less than 200*l.*, and also those who have an income above 200*l.* Income tax returns.

TABLE 2.

County of	Total Population.	Persons having an Income more than 100*l.*, less than 200*l.*	Persons having an Income of more than 200*l.*	Persons having Farms of 200*l.* a Year and upwards.	Total Middle Class.
Denbigh - -	104,346	187	469	1,509	2,165
Flint - -	39,941	354	375	1,160	1,889
Montgomery -	76,923	255	260	1,358	1,873
Glamorgan -	326,254	1,350	1,689	1,778	4,817
Hereford -	106,796	268	776	4,827	5,871

It will be seen that, with the exception of Glamorganshire, all the counties have a far larger population devoted to agriculture than

to all other pursuits put together. It will also be remarked that in Flint, Montgomery, and Glamorganshire nearly half the persons who have incomes exceeding 100*l.* have less than 200*l.* a year.

Number of children of the middle class.

It appears from the census tables that the average number of children in a family where the father and mother are living is 2·26, and where the head of the family is a widow or widower is 1·35, and also that the numbers of families in which there is a husband and wife, in which the head is a widow or widower, and in which the head is a bachelor or spinster, are about in the proportion of 40, 19 and 41. The average number of children to a family, therefore, may be reckoned at 1·16. About one-third of these may be taken as the number of children between the ages of 10 and 16, giving about ·38 as the number of children to a family who should be receiving a middle-class education. Assuming that these are half of them boys, we may say, as a rough approximation, that there are 411 boys of the middle class, between the ages of 10 and 16, in Denbighshire, 359 in Flint, 356 in Montgomeryshire, 915 in Glamorganshire, and 1,115 in Herefordshire, or a total of 3,156. It will be seen from Table 3 that this is considerably above the numbers of boys actually in schools in the five counties, as might be expected from the fact that the average time boys remain at school is considerably less than six years, while deductions have to be made for boys educated at home and boys sent to national schools. In Glamorganshire, however, the number of boys in school is in excess of that given above. The greatest difference in the numbers is, as might be expected, in the agricultural county, Herefordshire, the education of farmers' children being much below that of other classes of the community.

Character of the Welsh.

A few remarks may also be desirable with respect to the character of the Welsh, and the effect of the use of the Welsh language on the schools in my district.

The Welsh, as a rule, are wanting in enterprise, and not willing to expend or risk money for future advantages. They are, however, steady and industrious. They are also distinguished by a great love of knowledge, and even among the common miners there are many well acquainted with the highest part of mathematics, and it is quite usual for servants and labourers to compose essays and poems for the various eisteddfods. It would appear to result from these two characteristics, that on the one hand parents are unwilling to spend money on the education of their children for the sake of the future advantages that may flow to them from it, and on the other, those very children when grown up will pinch themselves to save enough to enable them to go to school for a year when they are between 20 and 30. The presence in Welsh schools, especially those in South Wales, of these young men is a very marked characteristic. In many schools there are a considerable number of young men from 18 to 25 years of age, who have worked either as miners or as farmers, and saved just enough to enable them to live for a year in the cheapest way and attend school. At the end of the time they either return to their work, and occupy in it a rather superior position to that

which they held before, or go to some college and enter the dissenting ministry. They not unfrequently go to schools on the borders of England, as, for instance, at Shrewsbury, or Kington in Herefordshire. They work in classes with boys of 12 or 13 without the least hesitation, and apparently with no disadvantage to either. The fact that throughout Wales it is usual for the Sunday schools to be attended by grown-up persons as well as children seems to prevent any feeling of pride in the matter, and to take away also the feeling that childhood is the special time for education. Except as above, and in respect of the language, I do not think that there is any material difference between the state of education in a Welsh and an English county.

Prevalence of the Welsh language.

One important consideration in Welsh schools, however, is the Welsh language. This is still spoken for the most part in the country districts. In the towns English is spoken almost entirely, and also along the English border. In all schools, whether for elementary education or otherwise, English is the language taught, and in most middle-class schools the master either does not know Welsh, or, if he does, abstains from using it in school, in order that the boys may speak and understand English. From this and other causes Welsh is gradually disappearing as a spoken language. All the children, in fact, learn English, though many now forget it as they grow up; and, as the railways and other causes bring into the country those who can speak English but do not know Welsh, there will be an additional inducement to them not to do so. The language is dying out most rapidly in Glamorganshire, mainly on account of the great influx of English and Irish. Thirty years ago Welsh was usually spoken in Swansea; now it is never heard there, except from persons coming in from the country. The shopkeepers and others, however, still learn it in order to be able to communicate with country persons. It would appear that it is beginning in some parts to be considered unfashionable for girls to know Welsh, and this feeling is likely to make the language die out rapidly, at least among the middle classes.

Its effect on education.

The Welsh language interferes in two ways with education. In many cases the pupils do not know English well enough to understand what the master says for a considerable time after they come to school. I met with several schools to which pupils not uncommonly came who could not speak a word of English, the master or mistress of which did not understand any Welsh. Where the main object is to learn English this may be an advantage; but it must interfere greatly with the acquisition by the pupil of other branches of knowledge. Even when the pupils know English sufficiently to understand their master, they often think in Welsh, and have to translate the lessons they receive into Welsh before they fully comprehend them; this makes them seem dull and slow in understanding what is taught them. Whenever Welsh is the language usually spoken by their parents, this will, I think, be the case; and it certainly adds greatly to the difficulty of teaching, especially in day schools to which the pupils come from a country district. I was greatly struck by the fact that children who know English

very imperfectly speak, nevertheless, with such a good accent, and so grammatically, that their deficiency very often is not perceived at first; I am convinced that in some cases the masters attribute to natural deficiency an apparent dullness that arises really from an imperfect knowledge of English. I can only account for this peculiarity by the fact that the pupils learn what little English they know when they are children, and that children can imitate accents and modes of speaking better than older persons; certainly any foreigner who was acquainted with as few words as some of the boys are in Welsh schools would speak a broken English which no one could mistake. I think this fact may be worthy of consideration in determining the question at what age and in what manner French and other modern languages should be taught.

Classes of schools usually found in large towns.

I proceed to consider the education supplied by the schools in the above district. It may be well to state first, in a general form, the result of my inquiries. In the large towns there are usually first, National and British schools, to which the children of the working classes and the small shopkeepers go. These charge from 2*d.* to 6*d.* a week, according to the position in life of the children who attend. 2ndly, there are usually one or two schools kept either by masters who have formerly taught a National school, or by persons of similar position; such masters for the most part appear to take an interest in their work, but seldom teach more than is taught at the National schools. They charge 10*s.* or 15*s.* a quarter, or in some cases by the week; they sometimes have mixed schools for boys and girls. To such schools the smaller tradespeople send their children; and many who at first go to a National school are sent when 11 or 12 years old for a year to such a school to "finish," more for the sake of their being able to say that they have been educated at a private school than on account of any difference in the education itself. Some of these schools are very bad, but I think such are exceptions; the masters usually do their best, and though there is a deficiency in point of order and discipline, the boys get more individual attention than can be given in a National school to any except the first class. The children of parents of a rather higher class of society often attend such schools for the first few years of their education; in fact, each class of school contains boys who will be removed for the last year or two of their education to more expensive schools. 3rdly. Above these there are schools which charge from one guinea to two guineas a quarter for day boys, and which almost invariably have boarders also, especially if charging the higher terms. Of these, the grammar schools for the most part still make classics the foundation of their education, but other schools almost without exception have ceased to teach Greek, except occasionally, and pay most attention to the more practical subjects. The day scholars of these schools are the sons of tradesmen and professional men. The latter very usually leave and go to a boarding school in England for the last year or two of their education, partly for the sake of losing any peculiarities which

they may have as Welshmen, partly that they may break off the associations which they have formed at school with boys of the same town of a lower position in society, and partly in some cases from a preference for the stricter discipline of a boarding school. The boarders are usually from some distance; in the case of the grammar schools they frequently come from England; in the commercial schools they are mostly the sons of farmers, not however, at all universally of farmers in the immediate neighbourhood.

Schools at Swansea.

To illustrate these observations we may take the instance of Swansea, the most important town, educationally speaking, in my district. In it there are, besides the National and British Schools, a school of about 30 boys at 10*s.* a quarter, a school of about 80 boys at one guinea a quarter, a school of about 90 boys, another of 60 boys, and another of 30 boys at 1½ guineas a quarter; the grammar school of about 90, and another school of 30, charging two guineas a quarter. There does not appear to be much distinction between the five last-mentioned schools with respect to the class of boys who attend them, which includes the sons of tradesmen, clerks, and professional men; the first-mentioned school is attended by boys corresponding to the upper class of boys attending the National schools, and the second is almost entirely attended by the sons of tradesmen and farmers. There is also a boarding school at the Mumbles, a few miles from Swansea, containing 70 boys of a class similar to those in the five schools above mentioned. In the grammar school, and the grammar school only, are classics made the principal subject of education, though classics are taught in different degrees in all but one of the other schools.

Schools in small towns.

In small towns there is usually a school charging 10*s.* or one guinea a quarter, and sometimes a better school charging one and a half or two guineas. The principal schools in small towns are, perhaps, more deserving than any others of the serious attention of the Commission; they are far more difficult to support than those in larger towns, for the number of children of an age to go to school varies from time to time, and the size of the school is therefore necessarily fluctuating; and if such schools are in an unsatisfactory state in any town, the education of the sons of the tradespeople is likely to suffer seriously. A second school is seldom started, the boys in the town not being sufficiently numerous to support two schools, and the tradesmen and other inhabitants have, therefore, no alternative but either to send their sons to a boarding school, or to put up with the unsatisfactory teaching which the particular school may afford. The former of these alternatives often entails a greater expense than they are well able to afford.

Education in country districts.

It is in the case of farmers and others living in small villages, however, that the greatest difficulty occurs. These, if they are near some town, often send their boys into it to school by day, but otherwise they are obliged either to send them to the National school or to a boarding school. The former they object to from a feeling that they do not need charitable help, or from a dislike to the associations which their children would form there; and even if

they do send their children to them, such rural schools are usually in a very unsatisfactory state. The latter, if the family be large, is often beyond their means. These remarks do not apply merely to farmers, but still more to clergymen and other professional men living in country villages, and I fear the education obtained by the children of such persons is often very unsatisfactory. I shall refer to this question again when treating of endowments.

Favourable opinion of the education given.

With respect to the education given at the schools, I may state that I have formed on the whole a favourable opinion. It of course varies greatly in different schools, and there are still many schools in which it is exceedingly unsatisfactory. In most cases, however, the masters are really in earnest in their work and endeavouring to do their best. The result of the examinations to be presently detailed will afford more distinct information on this point.

Chief difficulties.

The great difficulty in the way of education appears to be the short time that the pupils remain at school, and the irregularity with which they attend even during the few years that they are there.

Time boys remain at school.

The time boys remain at school appears to be diminishing; this is partly owing to the much larger number of boys who can find employment in various ways than formerly, and partly to the fact that boys now acquire more readily the elements of reading, writing, and arithmetic, on account of the better books in use and better methods of teaching employed; and in many cases parents take their sons away as soon as they are able to read, write, and cipher tolerably, without reference to their age.

Irregularity of attendance.

A still greater evil, at least in the cheaper schools, is the irregularity of the attendance of the pupils. It is a very common thing for a boy to be kept away from school for a quarter on account of harvest, or because his parents are going to the sea-side; and in some cases boys are only sent to school the longest quarters, in order that their parents may get as much as possible for their money. So common is this in some places, that the schools have adopted the plan of dividing the year equally, independently of Easter, in order to avoid it. In some cases this irregularity of attendance seems almost unavoidable, as in parts of Glamorganshire, where labour at harvest and other busy times actually cannot be obtained, and the assistance of his sons is absolutely necessary to the farmer to preserve his crops. In most cases, however, it arises simply from the apathy of the parents, and their carelessness respecting the education of their children. The masters everywhere complain of this most bitterly and apparently with good reason. Until parents can be made to feel that it is necessary for the purposes of education that the boys should attend school regularly, and that to keep them away is as real a crime as to ill-treat their children physically, it is vain to hope that education will be really successful.

Remedy for this evil.

Various remedies for this evil have been suggested. It is hoped by many that the generation who are now being educated, having learnt more than their predecessors, will have also learnt to value education more highly. Some think that an improvement might be effected in the case of farmers, the class whose children are the most frequently

kept away, if the principal landholders of each district would use every occasion and all the influence they possess to impress on them the importance of a regular education. A system of examinations would probably have much influence in the same direction, both by keeping the question of education before the public mind, and by inducing the boys to wish really to be regular in order to secure a prize—the will of the children having but too much influence with their parents in this matter. I hope the present inquiry may do much good in the same way, by calling the attention of the public in the districts in which the inquiry has been prosecuted to the evils of irregular attendance at school.

Statistics.

I proceed now to give the statistics of the schools in my district, drawn mainly from the answers I received to the questions supplied to me by the Commissioners, and shall illustrate the results by such information as I have been able to obtain by personal inquiries.

Difficulty in defining schools included in the Commission.

I felt some difficulty in deciding what schools came within the terms of the Commission; on the one hand many National Schools have a senior class in which the boys are taught Euclid and algebra, and on the other hand there are private schools to which well-to-do tradesmen send their sons, at which little more than reading, writing, and arithmetic, and the elements of history, geography, and grammar, are taught. I have drawn the line as well as I have been able, excluding for the most part weekly schools, and including all schools for the children of farmers and tradesmen, unless they were only preparatory schools. The number and size of the schools in the different counties and the number of children in them, whether as day boys or boarders, will be seen from the following tables:—

No. of boys' schools and scholars.

TABLE 3.

County of	No. of Day Schools.	No. of Mixed Schools.	No. of Boarding Schools.	Total Schools.	No. of Day Boys.	No. of Boarders.	Total Boys.
Denbigh -	3	5	3	11	167	163	330
Flint - -	2	4	0	6	179	33	212
Montgomery -	1	4	0	5	128	60	188
Glamorgan -	10	14	0	24	840	226	1,066
Hereford -	2	8	2	12	286	227	513
Chester (city) -	1	5	1	7	130	138	268
Total -	20	40	6	65	1,730	847	2,577

Size of schools.

TABLE 4.

County of	No. of Schools containing less than 25 Boys.	No. of Schools containing more than 25 Boys and less than 50 Boys.	No. of Schools containing more than 50 Boys.
Denbigh - -	3	7	1
Flint - - -	1	4	1
Montgomery -	1	2	2
Glamorgan - -	2	14	8
Hereford - -	4	4	4
Chester (city) -	3	2	2
Total -	14	33	18

No. of endowed and private schools, and scholars in them respectively.

TABLE 5.

County of	No. of Endowed Schools.	No. of Day Boys in such Schools.	No. of Boarders in such Schools.	Total Boys in Endowed Schools.	No. of Private Schools.	No. of Day Boys in such Schools.	No. of Boarders in such Schools.	Total Boys in Private Schools.
Denbigh - - -	4	76	46	122	7	91	117	208
Flint - - - -	3	103	30	133	3	76	3	79
Montgomery - -	1	53*	20	73	4	75	40	115
Glamorgan - -	2	72	29	101	22	768	197	965
Hereford - - -	4	174	49	223	8	112	178	290
Chester (city) - -	1	70	0	70	6	60	138	198
Total -	15	548	174	722	50	1,182	673	1,855

Endowed larger than private schools.

It will be seen from the last table that endowed schools are on an average rather larger than private schools, the difference being in the number of day boys; the average for endowed schools being 37 day scholars and 11 boarders, and in private schools 24 day scholars and 13 boarders. This is partly due, no doubt, to the fact that the endowments enable them to give a good education for a very small payment, especially in the case of day boys.

Proprietary schools.

The system of proprietary schools seems hardly as yet to have been introduced into my district—one in the city of Hereford, and one small one in Denbighshire, being the only examples; the Ladies' College at Hereford, however, is a remarkable instance of a similar principle being applied to ladies' schools, it having been established by a joint stock company with limited liability.

If any difficulty should arise hereafter in the formation of proprietary schools, either from the provisions of the "Joint Stock Companies Act, 1862," which renders a partnership of more than 20 persons for purposes of profit illegal, or from the fact that an action cannot be brought against any of their own body to enforce the payment of the school fees, it may be desirable to adopt this plan, and form the proprietary body into a joint-stock company.

Comparative merits of boarding and day schools.

There is some difference of opinion as to the relative merits of day schools and boarding schools as places of education. Almost all the masters of schools agree in saying that it is better for a boy to be a boarder than a day scholar. Their reasons appear to be principally two: 1st, that day boys are liable to interruptions at home which prevent them from properly preparing their lessons in the evening, and have their minds so taken up with other interests, that they cannot fix them on their work; and, 2ndly, that a boarding school affords, on account of its stricter discipline, the best moral training, and gives the master greater opportunities of knowing the boys thoroughly, and so enables him to train more effectually their characters and dispositions. The over indulgence of parents, or their failing to support the authority of the masters, often occasions difficulty in the education of day boys.

* The day scholars at this Grammar School are of the same class as attend a National school.

Boarders appear in many cases to be less remunerative to the masters than their day scholars, and I have no reason therefore to attribute the above opinion to prejudice. Among parents there is more difference of opinion, but very many of them also prefer boarding schools.

In very many cases, however, that which decides the mode of education is the question of expense. Boarding schools are necessarily much more expensive than day schools need be, or usually are, and most parents, therefore, unless wealthy, are glad to avail themselves of a good day school, if there be one in the town in which they are living. On the other hand, farmers (who it will be remembered are as numerous as all those who derive their incomes from any other trade or profession) have for the most part no day schools to which they can send their sons except the National or British schools, and they therefore are compelled to send their sons to boarding schools, at any rate for the latter part of their education.

Schools having boarders and day scholars.

Most schools consist partly of boarders and partly of day scholars. Those that take only day scholars are usually schools for the lower middle class. Only six schools in my district take only boarders. Almost all the masters, however, that I have spoken to on the subject think that the presence of day scholars is an injury to a boarding school; they give as reasons that the day scholars bring the news of the town into the school, and so distract the attention of the boarders from their work; that the preservation of the discipline of the school is rendered more difficult by the boys having a means of communicating with the town; that the day boys are apt to come with their lessons unprepared, and thus delay the class; and that the hours of the day scholars being fixed, they cannot alter the school hours to suit the weather, or any special circumstances that may arise; these remarks seem to apply with more force to girls' schools than to boys' schools. On the other hand, the masters of most day schools seem to be of opinion that the presence of a few boarders in the school is an advantage. It appears to raise the estimation and standing of the school, and creates a degree of *esprit de corps* among the scholars. In the case of high class schools it also adds considerably to the income of the schoolmaster, and thus enables him to render the school more efficient. In the lower class of schools the boarders appear to be less profitable than the day scholars. Against these advantages it is urged by others that the masters are apt to neglect the day scholars for the sake of the boarders, in whom they feel a stronger interest. In the new scheme for the Llanrwst Grammar School, the number of boarders allowed to be taken by the head-master has been limited to 12, in consequence of this feeling; and a strong party at Monmouth are using every endeavour to prevent any alteration in the present rules, which prohibit the master of the grammar school there from taking any boarders. At Ruthin, on the contrary, great opposition was shown to the late master, on the ground that he was unwilling to take any boarders, from which it was said (and I think with more reason) that the school was likely to suffer. My own impression is, that it is

Objection to boarders in Llanrwst and Monmouth grammar schools.

Contrary feeling at Ruthin.

always a benefit to the day scholars in a school when the master takes some boarders, and that in many cases the boarders also in mixed schools are more favourably situated than those in schools where there are only boarders, because while they have the advantage of large numbers when in school, they have more of the individual care and personal influence of the master out of school.

Relative advantages of large and small schools.

The size of the schools in my district is shown by Table 4. All masters almost desire that their schools should be as large as possible, and their evidence, therefore, is of little value as to the best size for a school. The general impression of parents, also, however, is, I think, in favour of a large school. The advantages of such a school appear to be that the boys can be divided into classes of a sufficient size, and yet the boys in each class be nearly equal to one another in knowledge; and thus larger classes can be taught efficiently by one master. There can also be a more perfect division of labour among the masters, each taking the duties for which he is most fit. From these causes, and from the fact that many of the household expenses are the same for a large school as a small one, the education is or should be cheaper. There is also more competition among the boys and more *esprit de corps*. The objections to a large school are, that the boys must be left more to assistant masters, who are usually not men of the same ability and who have always far less motive to exertion than the head-master; and that while the head-master will have less personal influence on each of the boys in a large number, it is not the duty of the assistant masters to supplement that influence in the case of any individual boys. Of this, however, being rather a question of moral influence than of intellectual training, I cannot speak with any authority. It may be remarked that the cheaper schools, charging one guinea a quarter, or less, are usually taught entirely by the head-master, and seldom contain more than 30 or 40 boys.

Size of classes and number of masters.

The size of the classes into which the boys are divided varies both with the schools and with the subjects. Omitting one or two schools, which from their small size or other reasons would not give any true criterion on the subject, out of 18 private schools from which I have returns, I find seven taught entirely by the master himself, with an average of 39 boys in each school; this number is, however, increased by one large school of 70 boys taught by the master alone, with some assistance from the elder boys. The average without this would be 34, which may perhaps be taken as a fair average for schools of that class. The other 11 schools contain 517 boys and 31 teachers, or one teacher to 17 boys. The number of masters is greatest in the most expensive schools; thus, in the four most expensive of the above schools, there are 157 boys and 12 masters, or one master to every 13 boys.

Number of boys in a class varies with subjects taught.

The number of boys taught in class at one time is not of course so large as the above. It varies considerably with the subjects taught, the classes in Latin and Greek being decidedly smaller than those in history and grammar, &c. Thus on an average of eight schools I find the average size of a class in the English subjects is 13, and in Latin only seven. This difference may partly arise from the fact that in almost every school the number of boys

learning Latin is smaller than that of those learning English grammar, history, and geography.; but most masters agree that it is possible to teach a larger class of boys well in the English subjects than in Latin. The general opinion is, that 12 is about the largest number that can be properly taught classics in one class, but that 15 or even 20 may by a good master be taught history or geography quite as well as a smaller number. This probably arises partly from the fact that to translate even one sentence in Latin takes longer than to answer several questions in history or geography; and a master can, therefore, test the knowledge of a larger number of boys in a given time in the latter subject than the former. It is possible that the necessity in classical schools of the classes being smaller is one reason why such schools are usually the most expensive.

The following table will show the usual charge for education in my district. Terms charged to day scholars.

TABLE 6.—DAY SCHOOLS.

	Glamorganshire.			Denbighshire.			Flintshire.			Montgomeryshire.		
	No. of Schools.	No. of Day Scholars.	No. of Boarders.	No. of Schools.	No. of Day Scholars.	No. of Boarders.	No. of Schools.	No. of Day Scholars.	No. of Boarders.	No. of Schools.	No. of Day Scholars.	No. of Boarders.
Schools charging not more than 1 guinea per quarter.	7	312	16	2	55	7	5	171	30	3	88	28
More than 1 guinea and not more than 2 guineas per quarter.	14	454	185	5	92	30	–	–	–	2	40	32
More than 2 guineas per quarter.	3	74	25	1	20	35	1	8	3	–	–	–

(*continued*).

	Herefordshire.			Chester.			Total.		
	No. of Schools.	No. of Day Scholars.	No. of Boarders.	No. of Schools.	No. of Day Scholars.	No. of Boarders.	No. of Schools.	No. of Day Scholars.	No. of Boarders.
Schools charging not more than 1 guinea per quarter.	5	161	42	–	–	–	23	787	153
More than 1 guinea and not more than 2 guineas per quarter.	3	63	96	1	70	–	25	719	342
More than 2 guineas per quarter.	2	62	45	5	60	78	12	224	186

The above are, of course, exclusive of extra charges. In some cases there is a lower charge for boys under a certain age. I have in most cases classified the school according to the higher charge.

Terms charged by boarding schools.

TABLE 7.—BOARDING SCHOOLS.

	Glamorganshire.			Denbighshire.			Flintshire.			Montgomeryshire		
	No. of Schools.	No. of Boarders in such Schools.	No. of Day Scholars in such Schools.	No. of Schools.	No. of Boarders in such Schools.	No. of Day Scholars in such Schools.	No. of Schools.	No. of Boarders in such Schools.	No. of Day Scholars in such Schools.	No. of Schools.	No. of Boarders in such Schools.	No. of Day Scholars in such Schools.
Schools charging less than 25 guineas a year.	4	42	202	1	31	–	1	8	57	2	8	35
Less than 35 guineas and not less than 25 guineas a year.	4	73	155	4	68	29	2	22	46	2	52	83
Less than 50 guineas and not less than 35 guineas a year.	5	95	137	2	42	45	–	–	–	–	–	–
Not less than 50 guineas a year,	1	10	27	1	22	22	1	3	8	–	–	–

(*continued.*)

	Herefordshire.			Chester.			Total.		
	No. of Schools.	No. of Boarders in such Schools.	No. of Day Scholars in such Schools.	No. of Schools.	No. of Boarders in such Schools.	No. of Day Scholars in such Schools.	No. of Schools.	No. of Boarders in such Schools.	No. of Day Scholars in such Schools.
Schools charging less than 25 guineas a year.	4	83	65	–	–	–	12	172	359
Less than 35 guineas and not less than 25 guineas a year.	3	75	47	–	–	–	15	290	360
Less than 50 guineas and not less than 35 guineas a year.	1	9	68	3	54	51	11	200	301
Not less than 50 guineas a year.	2	60	60	3	84	9	8	179	126

Pupils taken at less than the terms named.

There is one subject connected with these schools on which I have not been able to obtain exact information, but which renders it necessary to receive the results with caution. It is very usual for schoolmasters to take some pupils at less than the terms named in their prospectus. This is sometimes confined to the sons of clergymen, or boys having some special claim to consideration, while in others it extends to any who are unwilling or unable to pay the full terms. It is, I think, done principally in unsuccessful schools, in which it is difficult to obtain the full terms. I do not think, however, that this will materially affect the results given in the table, which are formed from the terms mentioned in the prospectuses.

Extras.

French, German, drawing, drilling, and music, if taught, are usually extras, and in some cases Latin and Greek also. These latter are made extras chiefly in small schools, where they are required

by one or two boys only. I found some masters who had formerly made Latin an extra had given up doing so, on the ground that the extra charge prevented many from learning it, while they thought it was a subject which it was desirable should be learned by all their pupils.

It is difficult to give more than a general idea of the ages of the scholars. Out of 1,094 scholars mentioned in the returns from 25 schools in my district, 205 are under 10; 559 between 10 and 14; 230 between 14 and 16; and 100 over 16. The latter include the young men whom I have mentioned above, and whose presence in the schools of Wales and the neighbouring English counties is one of their most marked characteristics. In the cheaper schools the boys leave earlier, because they are usually of a lower grade of society, and therefore have to enter when younger on some employment. Thus in schools charging two guineas or upwards, the per-centage of the pupils more than 14 years of age is 32 per cent., while for schools charging one guinea or less per quarter it is 28 per cent. The age at which boys leave school depends, however, a good deal upon the master: if parents see their son making real progress, they are usually ready to allow him to remain another year at school if the master advises it. It will be remembered, however, that for the reasons given above the difficulty of retaining boys long at school appears to be increasing. Ages of the scholars.

In considering the subjects that are taught at the various schools, I shall first give a Table showing the per-centage of schools which teach, and of boys who learn, the more important subjects, and then make some remarks upon the subjects separately.

TABLE 8.

Number of schools at which the more important subjects are taught, and number of boys who learn them.

Subjects.	Per-centage of Schools which teach.	Per-centage of Schools charging more than one Guinea a quarter which teach.	Per-centage of Boys who learn.	Per-centage of the Boys in the Schools which teach it who learn.	Per-centage of Boys in Schools charging above one Guinea a quarter who learn.	Per-centage of Private Schools teaching.	Per-centage of Boys in Private Schools learning.
Greek	59	83	15	23	23	50	4
Latin	87	100	46	56	59	80	32
French	76	100	26	31	37	73	21
German	14	23	1	4	2	—	—
Book-keeping	75	66	11	16	7	78	14
Mensuration and surveying	65	54	8	11	4	73	10
Mathematics beyond arithmetic	80	92	28	32	32	71	24
English Grammar	86	77	71	86	72	100	86
Music	45	50	11	26	13	50	9
Drawing	95	100	37	38	33	92	32
Chemistry	19	13	2	12	1	31	3

These Tables are formed from the returns that I have received, which are not sufficiently numerous to make the results perfectly accurate. I think, however, they give a substantially correct view Remarks on the different subjects taught.

of the extent to which the different subjects are taught in my district. The returns do not include the schools in Chester, but only in the five counties of my district. The returns from Chester would differ in some degree, though in the main analogous. It will be seen that German and chemistry are hardly taught at all; they are not taught in fact as part of the school course anywhere. Book-keeping and mensuration are most taught in the cheap schools, while Latin and Greek are most taught in the more expensive schools; and especially in grammar schools; English grammar is taught everywhere except in two or three of the leading grammar schools. Euclid and algebra are much less taught than Latin, though more so than Greek, and there is less difference in the amount of them taught in the cheaper and more expensive schools. A good deal of the teaching of Euclid is, I think, of a very unsatisfactory kind, many of the boys who profess to learn it really knowing nothing at all of the subject. There is, I think, rather more music taught than appears, some boys learning it away from school, and some schools having classes for the boys in play hours as part of their recreation.

Religious teaching. In almost all schools some time is given to direct religious teaching. The nature of this varies in different schools. In grammar schools, and in some other schools, it includes the teaching of the Church catechism, but boys are usually allowed to omit this at the request of their parents. In schools where the boys are required to bring a written request from the parents before they are excused, such a request is seldom sent. This, however, probably does not so much arise from a willingness that their boys should learn it as from a dislike to interfere. In one or two schools the masters have told me that it would create a difficulty if some boys learned it and others did not, and that it was desirable, therefore, that it should be compulsory on all; others, however, stated that there was no difficulty in so arranging the times for learning it, that it should not interfere at all with the work or discipline of the school. At Cowbridge Grammar School the Church catechism was at one time taught to all the boys in the school; but it having been suggested that some of the answers when put into the mouths of Dissenters were absolutely untrue, and that repeating them therefore taught such boys to undervalue truth, or to disbelieve the whole—a view in which the present head-master seems to fully concur—it has for some years past been taught only to the sons of members of the Church of England. Most of the larger private schools in my district are kept by Dissenters. I believe there is only one private school in the four Welsh counties containing more than 50 boys that is not. They, however, contain boys whose parents are members of the Church of England, as the grammar schools contain many boys whose parents are Dissenters.

Greek. This subject is but little taught, as will be seen from the Tables, except in the grammar schools, and the almost unanimous opinion of the masters of schools is that Greek ought not to form a branch of ordinary education, except in the case of

boys who are going up to one of the universities, or are going to enter one of the learned professions. The wishes of the parents appear to be the same, although in towns like Ruthin and Bowbridge, where there are old and important grammar schools forming the chief point of interest in the town, many tradesmen are anxious that their sons should have a classical education. Teaching it to one or two boys causes such an interruption to the routine of the school that in some of the larger schools which are intended to give a commercial education Greek is not taught at all. In smaller schools where the boys necessarily receive more individual teaching it is sometimes taught to two or three boys; but such teaching does not usually extend further than the grammar and the translation of some easy author.

Latin is taught in almost all schools, but in the lower middle class schools only to a small proportion of the boys. The masters, however, are almost unanimous in wishing that all boys should learn it, except those who come for only a quarter or two, and know hardly anything when they come. Various reasons are given for this wish. The principal are the help that it affords to boys in understanding English and learning other languages, and the discipline it exercises on their minds: this latter appears to be the great reason for which it is valued by masters. They say that it is the hardest subject which the boys learn, and that it produces in them habits of industry and attention which would more than compensate for the time spent upon it if it had no further use. Many masters say that they find that boys who learn Latin get on faster with their history, geography, and English grammar, &c., than boys who do not do so, but give their time to additional lessons in those other subjects. In many schools, however, the boys are not taught more Latin than is sufficient to enable them to translate a Delectus or a few sentences in Henry's First Book. This will be best seen from the results of the examination to be given hereafter. The opinions of the parents of the pupils is less favourable to the study of Latin. Very many of them prefer their sons confining their attention to reading, writing, arithmetic, and similar subjects; or learning the modern languages and the sciences instead of Latin. The opinions and wishes of the masters exert a great influence, however, and the number of boys who learn Latin usually increases in a well managed school on this account. Thus, one master told me that when he commenced his school only 15 per cent. of his boys learnt Latin; but that after 7 years 80 per cent. did so, though the class of boys was the same, and at the Llanrwst grammar school the head-master was at first obliged to give up a rule he had made, that all the boys should learn Latin on account of the strong opposition of the parents; but after a few years he found that all the boys but one or two did learn Latin, and was able to re-establish the rule.

The abstract question whether any other subject could be made to supply the place of Latin as a mental discipline is a question rather of opinion than of fact, though some degree of

light may be thrown on it by the results of my examinations. One master, whose school showed that he was competent to express an opinion of some value, said that he thought the modern languages might be made to supply the place of Latin, and with advantage were it not that so many of the examinations of the present day require a knowledge of Latin, such, for example, as the preliminary examinations for attorneys and medical men, and that schools are, therefore, obliged to teach it to enable the boys who are preparing for such positions to pass the examinations: but that that being so it became almost impossible to have a second system in the school for the education of the other boys. It is, I think, a fact, and one worthy of consideration that the subjects of examination do thus compulsorily fix the course of study in all schools, and oblige them to be to a great extent the same. If a choice of subjects were given to the candidates at the examinations it would allow different systems of instruction to be pursued by different masters, and might end in a lasting improvement in the education of the country.

The same master said that he found that the boys who did not learn Latin were usually behind the boys who did so in all their other subjects, but that he intended for the future to make them learn Euclid during the time that the others were learning Latin. I asked him to let me know the result, and have since heard from him that though at present there has not been time to make any wide generalization, his last school examination showed a great advance in those who had done extra Euclid, and they were not at all, as before, behind the other boys in general subjects. If the effect of different studies upon the general position of boys in the school were more carefully noted by other masters, it might lead to very valuable results.

French is taught more in some districts than others. It will be seen that the number of boys learning it is larger than that of those learning Greek, though much smaller than that of those who learn Latin. Most of the masters consider it a useful and important subject, but as it is useful rather for its own sake than for its influence on the school work, as a whole they do not press it upon the parents so much as they do Latin. The wishes of the parents vary greatly in different districts: in Swansea, Neath, and Cardiff, at which there is a large trade with France, it is considered very important; but in other parts, even of Glamorganshire, though boys often go on leaving school to one of the places I have named, the parents appear to care very little for it. Two reasons, probably, have made it less usually learned than it would otherwise have been. In most schools it is charged as an extra: this is the case in three-fourths of the schools from which I have returns. None of the boys, therefore, learn it if the parents are indifferent about it, while if it were not an extra they would do so, unless the parents actually objected, in those schools in which the masters wished it. The other reason affects the masters rather than the parents, and is the difficulty of teaching it: the master of the school is seldom able to teach it himself, while it is difficult to obtain an assistant who is

able to do so who is also well fitted to aid in the other parts of the school work. It seems usually considered best that it should be taught by a Frenchman, though on this there is some difference of opinion. On the one hand a Frenchman is seldom able to maintain discipline among English boys, or to understand their difficulties and requirements; on the other hand, few Englishmen can teach either the accent or the minutiæ of the idioms. In practice, it is, I think, usually taught by a Frenchman. One disadvantage of the subject being charged for as an extra is, that the boys commence learning the subject later than they otherwise would. It would seem, as I have before pointed out, when speaking of the Welsh language, that the younger children are, the more readily they catch the accent of a foreign language, and it is an advantage therefore for boys to commence learning modern languages when quite young. The boys do not usually attain any great proficiency, and very few, I think, learn to speak the language fluently.

German, as will be seen, is taught to hardly any boys in my district though some of the parents would, I think, be glad that their children should learn it. There is not, however, time to teach all the subjects that are desirable when the boys remain so few years at school.

Arithmetic is taught to almost all the boys in all schools, and in the lower schools a good deal of time is spent on it. By some masters a good deal of attention is paid to mental arithmetic. The results of the teaching vary greatly in different schools, and are not for the most part very satisfactory, though this is in many cases due to the class of boys taught and their irregular attendance.

Book-keeping and mensuration, especially the former, are taught in very many schools, and mainly because they are likely to be of real value to the boys in after life. It is thought by some, however, that book-keeping is so soon learnt practically when a boy goes into business, that it is not worth while to teach it to him in school. The study has, however, an additional value as an exercise in writing, and as teaching habits of order and neatness, and seems to be well worth the time bestowed on it even on those grounds. It is usually taught by means of books published for the purpose by Chambers.

The other branches of mathematics usually taught, are *Euclid* and *algebra;* in very few schools do the boys get to anything higher. Euclid is very generally taught to some of the boys, and in some schools seemed to be well taught; but the results given by the examination do not seem to me to be at all satisfactory: a large number were just beginning and had only learnt two or three propositions of the first book. I think about the same number of boys learn algebra as Euclid, or, if anything, rather fewer.

Science is but little taught except in quite an elementary form: the great difficulty appears to be the expense. In those parts of my district, where there is much mining or manufacturing employ-

ment, there seemed to be a wish both among masters and parents that it could be taught more extensively. The owners of chemical and other manufacturing works with whom I conversed, seemed, however, to think it undesirable that the persons employed o their works should have any knowledge of science, as it render them less likely to follow implicitly the instructions given the I think, however, this must be a mistake. Chemistry is taug practically in one or two schools, and in one it was taug practically and apparently efficiently for a charge of 1*l.* a yea which I was told covered all expenses. It seems generally con sidered, however, too expensive to be introduced into ordinar schools, and it is impossible for it to be so where the number boys is small.

History and Geography receive a good deal of attention in th lower schools: in the grammar schools there is often but little tim allowed for them. I think there is usually too little attentio paid to the constitutional part of our history, or to the lives scientific and literary men. Very few of the boys in the schools examined *vivâ voce* knew anything of Lord Bacon, and their only acquaintance with the Magna Charta for the most part was that i was the Charter of English liberties; but why, they could not tell In some schools, however, history is well taught. A difficulty arises in the study of geography in classifying boys: a class whic one year has been learning the geography of England will the next year go on with that of Europe, and the third year perhaps with that of America. A new boy coming the second or third year, who knows but little geography, may thus learn the geography of America before he knows that of his own country. This diffi culty is got over in some schools by giving each boy a specia lesson of his own as well as a class-lesson, and sometimes in othe ways, but the difficulty seems to be inherent in the subject. The lessons in geography are I believe usually said, *vivâ voce*, and th results of this are apparent in the examination, from the fact tha few boys know how to spell correctly the names of places, or eve geographical terms, though they write words which have a similar sound. To prevent this, I think it would be desirable that lessons in geography should be more frequently written out.

English Grammar is now taught in all except one or two of the old grammar schools, and the importance of the study of English as a part of education is being increasingly recognized. In one grammar school in which it had been recently introduced, the master told me that he found the subject of great value, not only for its own sake, but as assisting the boys in the study of Latin. The inability that is shown in my examination to parse an English sentence proves, I think, the necessity of still further teaching, and shows that the study of Latin grammar is not alone sufficient. In some of the classical schools the attention paid to the English in the exercises of translation sent up by the boys is considered the chief means of teaching English, and takes the place of any special study of English grammar. It would be well if more attention were paid in all schools both to the English and the writing of exercises

sent up in other subjects. Various grammars are used, but most schools use either Lennie's, or Allen and Cornwall's for the lower, and Morell's for the upper classes. A good deal of attention is paid to Morell's System of Analysis in some of the higher schools.

English literature seems seldom to be made a distinct branch of study.

Music is, I think, taught more than formerly, though still only to a very limited extent. In some schools it is taught out of school hours, a band being formed among the boys as one of their recreations. I shall have to treat more at length on the subject of music when speaking of girls' schools, and shall have then to point out the disadvantages of instrumental music as a general branch of education.

Drawing. I was surprised to find how very generally drawing was taught, and it will be seen that in this respect it is next to Latin, far more boys learning it than learn either Greek, French, or mathematics (excluding arithmetic). In some schools it is taught to all the boys as a part of the necessary school work, a given time being set apart during which all the boys draw. It is the more remarkable that it is so generally learnt, because it is usually charged as an extra, as much so as French. It seems to be thought highly of as a branch of education both by parents and masters, and I think it is likely to become even more general. Various kinds of drawing are taught, but principally mechanical drawing, and freehand drawing from the flat. Several of the masters have complained to me that the parents insist, or at least expect, that their sons shall bring home at the end of the half-year drawings that will look pretty, and that they cannot therefore teach them in a really scientific manner. The necessity of pleasing parents in such things, and making the result of the teaching apparent to them, is certainly one of the difficulties of education at the present time, and tends to make it superficial; what might perhaps be partially met, as will be suggested hereafter by the system of examinations.

Occupation of the parents of the scholars.

Table 9 is taken from the returns received from schools respecting the profession or occupation of the parents of the pupils. The classification is necessarily a rough one, but will serve to show the nature of the schools in my district. It will be observed that the social position of the boarders is almost invariably higher than that of the day scholars, and that in grammar schools there is usually a greater number of boys of different classes than in any others. The lower class of boys are attracted to them, either by free admissions, or at least a lower rate of charge than would be possible if it were not for the endowments. The higher class of boys are attracted partly by the name of the school, partly by the exhibitions, and partly by the abilities of the masters, who are induced by the endowments to settle in them.

TABLE 9.

		Boarders.					Day Scholars.				
		Sons of Professional Men.	Sons of Merchants, &c.	Sons of Farmers, &c.	Sons of Tradesmen, &c.	Sons of Labourers, &c.	Sons of Professional Men, &c.	Sons of Merchants, &c.	Sons of Farmers, &c.	Sons of Tradesmen, &c.	Sons of Labourers, &c.
Grammar Schools.	1	10	10				4		5	6	5
	2	8	4		2					20	
	3	5	2				4	6	2	7	1
	4	9	10				7	2	1	10	
	5	8	4		3		7	5		8	
Average		8	6		1		$4\frac{3}{5}$	$2\frac{3}{5}$	$1\frac{3}{5}$	$10\frac{1}{5}$	$1\frac{1}{5}$
Schools charging more than one guinea.	1	3	1		1		6	11		3	
	2		13	2	3		4	9	1	4	
	3	3	14	3			4	6			
	4		5		4		1	11		8	
	5										
Average		$1\frac{1}{5}$	$8\frac{1}{4}$	$1\frac{1}{2}$	2		$3\frac{3}{4}$	$9\frac{1}{4}$	$\frac{1}{4}$	$3\frac{3}{4}$	
Schools charging one guinea or less.	1			6					9	5	
	2	3	2	1			9	5		6	
	3	1	1	3				6		14	
	4									20	
	5								5	15	
Average		$\frac{1}{5}$	$\frac{3}{5}$	2			$1\frac{4}{5}$	$2\frac{1}{5}$	$2\frac{4}{5}$	12	

Salaries of assistant masters.

The salaries of the assistant masters are for the most part very small, of eighteen private schools from which I have complete returns (the endowed schools make no return on this point) ten have no assistant masters, and at the other eight schools there are sixteen assistant masters, whose salaries are as follows:—one 70*l.*, one 60*l.*, two 50*l.*, five 40*l.*, one 35*l.*, two 30*l.*, one 25*l.*, three 20*l.*, with in each case, board and lodging; the average, therefore, being 38*l.* 2*s.* 6*d.* Only a few of these are classical masters, and they are the best paid. I am told that the salaries of good assistants are, however, increasing.

Superiority of trained masters.

The general opinion among the head-masters of schools seems to be that masters who have been trained at one of the Government training colleges are most efficient teachers of English grammar and history, geography, &c., more so than even graduates of either of the Universities. This is a striking proof of the need there is that a master should know how

to teach and how to maintain discipline, and not merely possess a knowledge of the subject to be taught, and is a proof also that it is possible to learn how to teach. It appears to me that one of the great deficiencies in our present school system is the absence of any special training for the masters of our middle-class schools. Those who devote themselves to tuition are not articled to some good master, or in any way taught the special knowledge required in their profession, as is the case in almost all other employments, but are left to gather up the knowledge of the best mode of performing their duties from their own personal experience. This no doubt saves them from expense at the commencement of their career, but it may account in some degree for the small salaries they receive, and the small success that often accompanies their teaching. This, however, is not the place to suggest remedies for this evil.

Examination of schools.

With respect to the desirability of schools being examined and publicly reported on, there is not much difference of opinion. Out of 27 answers that I have received to the question asked by the Commission on this subject, 18 are favourable; some of them being expressed most strongly, and only two are distinctly opposed to it, both of them from schools in which an investigation is much needed. In the remaining cases, the masters do not see any particular advantage in it, or feel unable to give a decided opinion. The advantage of an examination appears to be threefold—

Advantages of an examination.

First, it enables the parents of the pupils to select the best schools. This is only partially the case, because it can afford but very small indication of the moral influence and training of the school, which, after all, is the most important consideration. The parents are, however, for the most part better able to judge of that than of the actual progress made by their boys in their studies, for they are often unacquainted with the subjects taught, and almost always have partially forgotten them; they cannot, therefore, apply any efficient test of their sons' proficiency in them, and must leave it to the master. I believe that a really good school usually increases, and an inferior one fails even now; but I think this is by no means always the case, and that any means which would throw light on the practical working of schools would be considered by most parents a great boon.

Secondly, it acts as an incentive to the masters, and rewards those who are really efficient. In the case of some masters such an incentive is greatly needed, and in the case of most it would be beneficial, while all probably would be glad to see some tangible result of their labours. They are at present greatly tempted to teach mainly such subjects as can be appreciated by the parents, and to teach those subjects in a way which will produce the most visible results. This temptation would be done away if they knew that the result of their teaching was to be tested by men really versed in the subjects instead of by the parents only.

Thirdly, it acts as an incentive to the boys, and puts in the hands of the masters a means of encouraging and spurring on their

pupils which might in many cases go far to replace punishments. It would give them, too, a motive for acquiring a real and thorough knowledge of the subjects they learn, instead of such a smattering as might please a superficial observer.

Ways in which this want is now met.

At present the want is met in various ways. The larger schools in some instances are examined by examiners from Oxford or Cambridge, or through the College of Preceptors. The expense of the former is too great to be incurred except by the highest class of schools, while the latter does not appear to be generally popular, though I am not certain of the reason. I believe, however, the College of Preceptors has not such a standing in public estimation as to make masters seek its certificates. In the smaller schools the masters either examine their pupils themselves, or ask some neighbouring gentleman to examine them. Both these plans are unsatisfactory. If the master examines, it is no incentive to himself, and affords no guarantee to the parent, and the influence on the boys is not wholly satisfactory, for if prizes are not given they care little for the result, and if prizes are given the master is apt to be accused of favouritism, and jealousy springs up. This latter is so difficult to prevent, that in several schools prize giving has been given up in consequence. If a friend examines he is seldom really competent for a duty which requires much more than a mere knowledge of the subject; and if he is, he is prejudiced in favour of his friend, and the results of the examination, therefore, cannot be relied on, even if they are not purposely one-sided. The result of this is not only that no dependence can be placed on such reports, but that if any school is carefully examined, and the report fairly states the defects which are sure to exist, it is in danger of being considered worse than other schools on account of its honesty. It is these smaller schools which most need an examination on all the grounds I have mentioned above, and they at present have no means of obtaining one.

The Oxford and Cambridge Local Examinations.

An attempt has been made to supply the want by the Oxford and Cambridge Local Examinations. I have inquired carefully into the working of these, and I believe that on the whole they are very beneficial. The objection has been urged against them that they lead masters to give special attention to some boys and to neglect others. I believe that in some schools this is so to a limited extent. I think, however, the evil is not so great as some have supposed, and that the good gained by the encouragement given both to masters and pupils exceeds the evil. It does, however, increase the temptation which all masters must feel to help on the clever boys to the neglect of the more backward ones. These examinations, however, do not at all supply the want I have mentioned, for, first, they do not at all affect the lower middle-class schools: when boys leave school at 14 it is in vain for the master to hope that he can fit them for the local examinations. Secondly, they do not influence or affect any but the higher classes in any schools: the lower boys, who most need an inducement to work, are not affected at all. Thirdly, it is a very uncertain test of

Insufficiency of these.

the work of a school, because the number of boys who go up is small, and depends not only on the ability of the boys to pass the examinations, but upon the wishes of the parents and their willingness to pay the necessary expense. This latter is the great difficulty; very many parents are unwilling to pay the cost of their sons going to one of the local centres and residing there during the examination. Several masters have told me that unless they are prepared to pay that expense themselves they cannot persuade their pupils to go up; and I have heard of schools in which the masters do pay all the expenses, considering it a good investment as a means of advertising their school.

Modes of selecting examiners.

There seems, therefore, still to be required a systematic examination of schools as a whole. Almost every possible mode of appointing examiners has been suggested by different masters—as a rule the lower schools say by Government, the upper schools say by the Universities. Some think they should be elected by the masters of schools as a body; and one has suggested that they should be selected by the parents. I think the parents, at any rate where they belong to the lower middle-class would, as a rule, prefer the examination being conducted by Government. It is probable that in some cases the parents would object to the examination altogether, as I have been told by several masters and mistresses that the parents objected *to their children taking part in* my examination. I think, however, this objection arises from a misapprehension, and would cease if the examinations were once established. It applies, too, more to girls than boys. All the masters agree that the examination should be voluntary, and though they would, I think, be willing to contribute something they would not—at any rate in all cases—be willing or able to contribute a sufficient sum to cover all the expenses.

Reasons for examining the schools by written papers.

It was partly with a view to test the possibility of such an examination by written papers of whole schools that I adopted the mode which I did of examining the schools in my district. It was, however, mainly for the following reasons:—1st, I found it difficult for want of time to examine more than a part of a school *vivâ voce* in one day; 2ndly, I felt that it would be difficult to keep the same standard before my mind in going from school to school; 3rdly, I felt that any opinion I should express as the result of such an examination could have only the uncertain value always attaching to an opinion, while the results of a written examination could be put in the form of statistics, and would speak for themselves.

Mode of conducting the examination.

The plan I adopted was as follows. I prepared a paper of questions in dictation, English grammar, geography, history, French, and arithmetic to set in the morning, and two papers to be set together in the afternoon, including questions in Greek, Latin, German, modern history, algebra, Euclid, book-keeping, mensuration, natural philosophy, and natural science, the list of subjects being taken from that given in form B of the papers of questions sent to private schools. These papers are given in the Appendix. I did not, as will be seen, set any questions in religious

knowledge. This was partly because I felt that it would be difficult to set questions which should test fairly schools in which such very different religious teaching took place, but mainly because I thought it objectionable to mix up such questions with those in other subjects, and I could not for want of time give a separate paper to them. I allowed three hours in the morning and three hours in the afternoon to answer these papers, and in practice I found that the examination never occupied the whole time. None of the questions, therefore, were left unanswered from want of time. As it was necessary to compress so many subjects into so short a time, I was compelled to ask only questions admitting of short answers, which will account for some of the questions that I have set. It will be seen that in each subject I set a very easy question, and then others gradually increasing in difficulty. The younger children thus had an opportunity of answering the first ones, while the elder pupils took but a little while in answering those, and were then tested by the harder ones which succeeded. I examined in all 1,485 boys belonging to 39 different schools. In each case I asked leave to examine all the boys in the school who could write an intelligible answer to a question, and in most cases I did so, though in some instances a few of the younger boys were not present, though old enough to write, and a few of the more backward elder boys were also absent. The number of boys returned as belonging to the 39 schools is 1,887. In some of the increasing schools the number of boys I examined was greater than that returned as belonging to the school. At Swansea, Cardiff, Hereford, and Chester, the schools met in a central building for the purpose of examination. At other towns I examined the schools in their own schoolrooms, and if there was more than one school to be examined, asked some gentlemen to act as my deputies to superintend the examinations in those schools at which I could not be present myself.

Number of boys examined.

In the towns in which the different schools met I found no difficulty in obtaining suitable rooms for the examination of the schools, nor in obtaining the necessary tables and other appliances —thanks to the very kind assistance I received on all hands—and I am strongly of opinion that an examination of several schools together out of their own schoolrooms is the most satisfactory to all parties.

Possibility of obtaining rooms for central examinations.

The result of my examinations seems to me to show that there is no difficulty in examining whole schools instead of only selected boys presenting themselves at some central spot. I found it best that the masters should be present, both that they might be satisfied that all was conducted fairly, and because their presence formed a check upon their boys and rendered it easier to maintain order. There was in the present case no inducement to the masters to aid their boys or to endeavour to obtain surreptitiously a knowledge of the papers, because the results of the examination of particular schools were not to be made known. In the case of an annual examination in which there would be a report on each school some further precautions would have to be taken upon which it is unnecessary to enter here.

It is hardly necessary to say that the results of such an examination cannot be considered as minutely accurate. As it was not to be a competition between the different schools, and was in all cases a voluntary act of courtesy on the part of the masters, I imposed no more restrictions than I thought necessary for the purpose of obtaining a substantial accuracy; there was in some schools a good deal of copying, which may tend to make the results appear too favourable, on the other hand, many of the boys had never been in an examination before, and did not show half the knowledge they possessed. Again, the questions being necessarily such as admitted of short answers, many of the latter are only guesses, and as I have not taken off marks for mistakes in marking the questions, this will make some of the subjects—such as botany and natural philosophy—appear better known than is really the case. I believe that all these uncertainties might be obviated without difficulty in an annual examination. I should have been able to lessen them to a considerable extent myself if I had had at the commencement the experience I now possess. The results of the examination, however, may, I think, be trusted as substantially accurate, and will give a fair idea of the knowledge possessed by boys at different ages and of the education actually given by different classes of schools.

Degree in which the results may be relied on.

To persons unaccustomed to examinations the results may seem small, and undoubtedly in some schools and on some subjects they are so. It is, however, I need hardly say, more difficult to answer a series of questions in an examination than it would appear to be to anyone who has not tried. It must be remembered, also, that the examination took place in the middle of a quarter, and without any special preparation on the part of the schools. Much better results would be no doubt obtained by an examination held at the end of the half-year, and of which the schools had due notice. Much allowance also must be made for the fact that it was boys, not men who were examined; and boys, especially when young, are unable to produce at will the knowledge they really possess. I think, however, the results do show, that boys, unless exceptionally clever, cannot be taught in the limited time at which they are at school so much as is usually supposed. That it is to a great extent this fact, and not a deficiency in the teaching which prevents the results being more satisfactory, is shown by the fact that they are the same in all schools. There are several schools in my district carefully taught by able and experienced men, but the results, though certainly better than those obtained at cheaper schools, are not so to any great extent. On the other hand, in some of the schools in which the master was really incompetent, the difference is marked. In judging of the results fairly, it is necessary also to take account of the early training of the boys and the difficulties the masters have to contend against from their irregular attendance: these hindrances are greater in my district than they would be in some parts of England or in more expensive and high-class schools.

Reasons for the small results.

The papers which I set, with the number of marks I gave for each question, are to be found in Appendix A.

Number of marks given for each subject.

The marks allotted to the different subjects were—

Dictation	50	Latin	150
English Grammar	100	Greek	150
Geography	100	German	50
English History	100	Modern History	50
French	100	Algebra	100
Arithmetic	100	Trigonometry	50
Writing	50	Conic Sections	50
		Euclid	100
		Mensuration	40
		Book-keeping	50
		Natural Philosophy	120
		Natural Science	90
Total morning paper	600	Total afternoon papers	1,000

Before giving the results of the examination I shall give a few tables of the ages, &c., of the boys examined, as the number of schools examined was larger than that of those who answered the questions sent by the Commissioners, and such Tables will, therefore, be useful for purposes of comparison with those given above.

I examined in all 1,485 boys and their ages are given in the following Table:—

Ages of the boys examined.

TABLE 10.

Ages	20 & upwards	[illegible]	18	17	16 11	15	14	13	12	11	10	9	8	7	Total
Glamorganshire	23	5	[illegible]	21	[illegible]	58	78	11[illegible]	103	102	76	42	10	3	663
Denbighshire		1	2	8	10	27	39	31	24	17	11	4	2	1	177
Flintshire	1		–	–	1	7	16	35	22	13	12	3	1	–	112
Montgomeryshire	–	–	–	–	2	5	4	9	10	8	3	1	–	–	42
Herefordshire	1	1	2	8	16	28	50	52	41	33	26	13	4	–	275
Chester	–	–	–	2	1	14	25	31	[illegible]	17	10	3	1	–	133
Monmouth	–	–	–	–	4	11	16	20	[illegible]	9	10	3	–	–	83
Totals	25	7	12	39	52	150	228	295	[illegible]	199	148	69	18	4	1,485

Most of the older pupils are of the class above referred to who come to school for a short time when young men to improve themselves. Thus, 46 out of the 83 pupils above 16 (including all those above 20) had come to the school since they were 16. The number of boys who receive a continuous education continuing after they are 17 is comparatively small.

At schools charging one guinea a quarter or less, the boys, excluding the young men, are younger than in the more expensive schools as will be seen from the following Table:—

The age of the boys in the cheaper schools compared with that of those in the more expensive.

TABLE 11.

No. of boys of the age of	20	19	18	17	16	15	14	13	12	11	10	9	8	7	Total.
In schools charging one guinea a quarter or less	10	1	1	5	8	31	62	89	74	66	45	18	5	–	415
In schools charging more than one guinea a quarter	15	6	11	34	43	120	165	206	166	133	103	51	13	4	1,070

It will be seen that the boys of 15 and 16 form a much smaller proportion of the whole in the cheaper schools. All the boys above 16 belong to the class of young men before spoken of. The proportion of the boys between 12 and 14 to the whole is almost identical.

Time the boys had remained at school.

With respect to the time the boys had remained at school, 182 had remained four years or upwards at the school in which they were examined, only 38 of whom were in schools charging one guinea a quarter or less. 474 had been in the school less than a year, of whom 154 were in schools charging one guinea a quarter or less.

Number of boarders and day scholars.

Of the 1,485 boys examined 536 were boarders and 949 day scholars.

Principle on which the marks have been given.

Before giving the number of marks that have been obtained, it may be desirable to state generally the principle of marking I have adopted. I have given the marks rather liberally, taking off but few marks for a mistake if it appeared probable from the answer that the boy had really learnt the subject or rule a knowledge of which the question was intended to test. In the dictation I have taken off two marks for every mistake up to 15, and one mark for every additional mistake. In the first two questions in geography I have taken off a mark for a mis-spelling of the name of the town, but I have not taken notice of the spelling elsewhere. In the rest of the fourth and fifth questions in geography I have only given five marks, if the answer to one only was right, as it is in that case usually the result of a guess.

The following tables will give the number of boys learning the different subjects, first divided according to counties then according to ages, and lastly, according to the classes of schools. In these tables I have considered only these boys as learning a subject who have obtained some marks in it. Many boys in Euclid, for example, only attempted to answer the first question (the definition of an acute-angled triangle) and got that wholly wrong, obtaining no marks, and are therefore not reckoned, and the Euclid will therefore appear rather less generally taught than is perhaps in the schools.

I have not considered as learning Greek those who only answered questions in Greek History.

TABLE

Number of boys learning the principal subjects in each county.

County or Town.	Total of boys in school.	French.	Latin.	Greek.	German.	Modern History.	Algebra.	Trigonometry.	Conic Sections.	Euclid.	Mensuration.	Book-keeping.	Nat. Philosophy.	Natural Science.	Music.*	Drawing.*
Glamorganshire -	663	242	295	84	5	45	95	10	2	136	47	62	51	42	73	187
Denbighshire -	177	78	128	36	–	25	32	1	–	68	2	43	15	14	30	45
Flintshire - -	86	3	39	2	–	1	8	–	–	19	3	6	4	–	5	8
Montgomeryshire -	42	10	7	–	–	–	–	–	–	2	–	2	1	3	–	25
Herefordshire -	275	106	122	47	6	20	18	–	–	40	3	27	10	17	27	67
Chester - -	133	66	77	7	1	10	5	–	–	12	9	22	16	22	13	50
Monmouth - -	83	4	25	12	–	1	13	2	–	20	10	6	2	6	3	3
Total - -	1,459	509	693	188	12	102	171	13	2	297	74	168	99	104	151	385

* The numbers for these two subjects are taken from the answers to the introductory questions of the afternoon paper.

Number of boys learning the principal subjects, at different ages.

TABLE 13.

Ages.	Total boys in schools.	French.	Latin.	Greek.	German.	Modern History.	Algebra.	Trigonometry.	Conic Sections.	Euclid.	Mensuration.	Book-keeping.	Nat. Philosophy.	Nat. Science.	Music.	Drawing.
16 and above -	133	64	91	52	7	24	53	5	2	67	21	33	26	21	15	31
15 - -	149	78	97	34	3	17	47	6	–	64	22	40	26	20	19	62
14 - -	225	104	117	35	–	23	36	2	–	71	16	46	18	24	35	75
13 - -	287	113	139	33	1	16	26	–	–	62	11	30	18	18	23	86
12 - -	235	77	109	20	1	10	6	–	–	21	4	13	6	12	24	60
11 - -	196	44	65	6	–	6	3	–	–	8	–	4	4	6	14	32
Under 11 - -	234	30	74	6	–	5	1	–	–	3	–	2	1	3	21	39
	1,459	510	692	186	12	101	172	13	2	296	74	168	99	104	151	385

Number of boys learning the principal subjects in schools charging different terms.

TABLE 14.

No. of schools.	Schools.		French.	Latin.	Greek.	German.	Modern History.	Algebra.	Trigonometry.	Conic Sections.	Euclid.	Mensuration.	Book-keeping.	Nat. Philosophy.	Nat. Science.	No. of boys in schools of the class named.
	Classical grammar schools -	above 14	83	100	81	9	22	39	3	2	65	2	13	13	5	95
		under 14	49	93	35	1	13	4	–	–	11	–	1	1	3	112
	Schools charging more than one guinea per quarter -	above 14	54	71	12	–	15	30	3	–	49	12	36	20	18	235
		under 14	42	60	5	–	4	6	–	–	19	1	10	7	7	318
4	Unsatisfactory schools charging as above -	above 14	39	39	7	–	4	4	–	–	14	–	4	7	14	28
7		under 14	30	19	3	1	3	1	–	–	–	3	3	1	4	67
	Schools charging one guinea or less	above 14	19	25	–	–	6	19	–	–	22	27	20	10	10	79
4		under 14	12	–	–	–	1	4	–	–	6	3	3	1	3	286
	Unsatisfactory schools charging as above -	above 14	33	4	–	–	–	–	–	–	–	–	–	–	–	24
		under 14	13	12	–	1	–	–	–	–	1	–	3	3	2	94

I have included in the Tab[illegible]der the head of schools charging more than a guinea, some of [illegible]maller grammar schools which charge only one guinea or les[illegible] have thought it better to divide the private schools in order t[illegible]e a fairer comparison with the classical grammar schools, w[illegible]re all of them old established and well managed, and shou[illegible] compared, therefore, with the better class of semi-classical [illegible]

Amount of Latin learnt.

Very many of those wh[illegible]luded in the above table as learning the subjects reall[illegible]ery little of them. Thus in Latin, taking as a test, the [illegible]estions:—Translate int[illegible]swering of the two following qu[illegible] into Latin, [illegible]glish, *Epistolam quam misi vidit* and translate [illegible] He was a good boy;" I find the follow ing result:—

TABLE 15.

		Boys learning Latin.	Boys answering both questions correctly.
Classical grammar schools - -	above 13 -	130	76
	under 13 -	106	12
Schools charging more than one guinea a quarter - - - - -	above 13 -	269	84
	under 13 -	121	9
Schools charging one guinea a quarter or less - - - - -	above 13 -	32	6
	under 13 -	16	3

TABLE 16.

			Column 1. Classical Grammar Schools.	Column 2. Semi-Classical Grammar Schools.	Column 3. Semi-Classical Private Schools having over 20 Boarders, and charging over 30 guineas.	Column 4. Semi-Classical Private Schools having over 20 Boarders, and charging less than 30 guineas a year.	Column 5. Semi-Classical Private Schools, having less than 20 Boarders.	Column 6. Private Day Schools, charging 4 guineas a year or less.	Column 7. Inefficient Grammar Schools.	Column 8. Inefficient Schools of class given in Column 3.	Column 9. Inefficient Schools of class given in Column 6.
Number of schools in the class			4	3	3	3	5	4	3	2	4
No. of boys in such schools of the ages respectively		15	32	21	20	8	12	9	2	3	6
		14	30	28	35	20	10	24	4	9	12
		13	34	30	27	33	24	39	16	11	12
Full No. of Marks given for Subject.	Subjects.	Age.	Average Marks obtained by each Boy.	Average Marks obtained by each Boy.	Average Marks obtained by each Boy.	Average Marks obtained by each Boy.	Average Marks obtained by each Boy.	Average Marks obtained by each Boy.	Average Marks obtained by each Boy.	Average Marks obtained by each Boy.	Average Marks obtained by each Boy
50	Dictation	15	35	31	30	28	32	29	36	33	27
		14	33	26	29	25	32	26	32	31	20
		13	32	26	27	28	28	24	27	32	23
100	English grammar	15	28	23	24	16	30	18	14	23	23
		14	18	19	24	14	16	21	5	13	9
		13	19	18	27	10	17	15	11	16	9
100	Geography	15	42	51	36	41	40	39	56	43	22
		14	40	48	37	39	36	34	40	40	21
		13	39	38	39	43	29	33	33	47	17
100	English history	15	35	34	26	35	40	16	18	20	20
		14	30	30	30	20	28	23	24	15	12
		13	35	27	30	25	25	11	17	12	10
100	French	15	27	14	15	13	31	0	28	0	26
		14	22	18	15	5	27	7	1	4	8
		13	15	13	13	7	18	1	9	11	7
100	Arithmetic	15	57	63	63	64	60	67	40	65	39
		14	49	50	60	49	50	66	40	42	23
		13	41	42	46	48	50	44	36	35	23
50	Writing	15	29	31	29	30	24	26	30	28	26
		14	25	29	30	32	27	2[illegible]	34	27	28
		13	25	29	29	31	26	2[illegible]	30	26	26
600	Total for the morning paper	15	253	248	224	227	258	195	233	211	183
		14	219	220	224	183	216	201	194	172	120
		13	207	194	212	191	193	158	163	180	114
150	Latin	15	43	33	13	12	24	0	0	1	1
		14	42	28	14	10	12	4	7	3	0
		13	32	19	22	6	10	1	5	5	0
150	Greek	15	22	3	0	0	3	0	0	0	0
		14	15	3	1	2	2	2	0	0	0
		13	12	2	2	1	0	0	0	0	1
50	German	15	11	0	0	0	0	0	0	0	0
		14	0	0	0	0	0	0	0	0	0
		13	0	1	0	0	0	0	0	0	0
50	Modern history	15	2	4	1	0	0	0	0	0	0
		14	2	2	1	0	0	2	0	1	0
		13	3	2	0	0	0	0	1	0	0
100	Algebra	15	17	16	17	0	15	11	0	0	0
		14	8	4	9	2	2	6	0	0	0
		13	4	4	5	1	5	2	0	0	0
50	Trigonometry	15	0	0	4	0	2	0	0	0	0
		14	0	0	1	0	0	0	0	0	0
		13	0	0	0	0	0	0	0	0	0
50	Conic Sections	15	0	0	0	0	0	0	0	0	0
		14	0	0	0	0	0	0	0	0	0
		13	0	0	0	0	0	0	0	0	0
100	Euclid	15	13	13	18	6	15	2	0	0	0
		14	9	10	8	3	4	2	0	0	0
		13	3	5	6	4	3	1	0	0	0
40	Mensuration	15	0	5	1	0	7	8	0	0	0
		14	0	5	0	1	2	5	0	0	0
		13	0	2	0	1	0	2	0	0	0
50	Book-keeping	15	4	10	8	8	12	8	0	0	12
		14	1	8	9	1	1	3	0	2	0
		13	1	6	3	3	1	2	2	0	2
120	Natural Philosophy	15	6	5	6	2	0	0	0	7	2
		14	1	7	2	2	2	6	0	0	0
		13	1	3	1	1	1	0	0	2	2
90	Natural Science	15	3	5	3	3	2	1	0	0	0
		14	1	7	2	1	0	2	0	1	0
		13	1	1	2	2	1	1	0	0	0
1000	Total marks in the afternoon papers	15	110	93	72	32	78	30	0	8	14
		14	78	61	47	22	26	31	1	7	0
		13	57	43	41	19	21	8	7	7	5
1600	Total marks obtained	15	363	341	296	259	336	225	233	219	197
		14	297	281	271	205	242	232	195	179	120
		13	264	237	253	210	214	166	170	187	119

In eight schools in which Latin was taught no boys answered the two correctly. It would seem, therefore, that five-sixths of the boys who learn Latin in the lower middle-class schools do not learn enough to be of any value to them, except as a means of training them to habits of thought and application. Similarly the amount of Euclid learnt is for the most part very small. In the second question in Euclid I set two propositions. In one school out of 28 boys learning Euclid, 19 wrote out one or other of the propositions correctly; and in seven other schools, out of 84 boys learning Euclid, 30 wrote out one of the propositions correctly, and eight others nearly so; but in the remaining 16 schools, out of 163 boys learning Euclid, only 12 wrote out either proposition correctly, and only 9 others wrote either of them out at all nearly so; yet in these 16 schools are included some of the best grammar schools and private schools in my district. This would seem to show either that Euclid cannot be successfully taught to boys, or that the present modes of teaching it are unsatisfactory, and the time allowed for it too short to be effectual: I think the latter must be the main reason, though it is no doubt a difficult subject to teach young boys. Amount of Euclid learnt.

In order to make any fair comparison of the schools it will be necessary to confine the attention to boys of the same age, and the ages 13, 14, and 15 will be best for the purpose, as under 13 there is a great element of uncertainty introduced by the inexperience of the pupils, and above 15 there are so few boys in the schools as to prevent the average being a fair one.

By a semi-classical school I mean a school in which the boys do not all learn Latin, and only exceptionally learn Greek. None of the private schools in my district which I examined are really classical schools. The schools in column five contain usually three or four boarders, and 10 to 30 day scholars: they are usually more expensive if anything than the larger schools. It will be observed that there is a very little difference between the grammar schools and private schools as regards the morning paper; the arithmetic is a little better in the private schools, and equally so in the cheaper as the dearer schools. The French, and in a less degree, the spelling, English grammar, and English history become less in the cheaper schools. It must be remembered that the grammar schools spend much of their time on classics, and that on the other hand the boys remain longer at them and are better trained at home. In the afternoon papers the deficiency of classics in private schools and the deficiency in book-keeping and mensuration in the classical grammar schools is apparent. The averages for the subjects in the afternoon papers give, however, an imperfect test of the teaching, as a low average arises sometimes from the fact that few boys were learning the subject and sometimes from bad teaching. In Table 17, therefore, I have given the number of boys learning each subject, and the average marks obtained by such boys. Mode of classifying the schools.

TABLE 17.

Total Marks given for the Subject.	Subject.	Age of Boys.	1 Classical Grammar Schools.		2 Semi-Classical Grammar Schools.		3 Semi-Clasical Private Schools having over 20 Boarders and charging not less than 80 Guineas a Year.		4 Semi-Classical Private Schools having over 20 Boarders and charging less than 30 Guineas a Year.		5 Semi-Classical Private Schools having less than 20 Boarders.		6 Private Day Schools charging 4 Guineas a Year or less.		7 Inefficient Grammar Schools.		8 Inefficient Schools as in Column 3.		9 Inefficient Schools as in Column 6.	
			No. of Boys learning the Subject.	Average Marks obtained.	No. of Boys learning the Subject.	Average Marks obtained.	No. of Boys learning the Subject.	Average Marks obtained.	No. of Boys learning the Subject.	Average Marks obtained.	No. of Boys learning the Subject.	Average Marks obtained.	No. of Boys learning the Subject.	Average Marks obtained.	No. of Boys learning the Subject.	Average Marks obtained.	No. of Boys learning the Subject.	Average Marks obtained.	No. of Boys learning the Subject.	Average Marks obtained.
150	Latin	15	32	43	17	41	14	19	4	25	9	32	0	0	0	0	1	3	1	4
		14	30	42	26	31	23	22	7	27	4	31	4	21	1	29	3	9	0	0
		13	33	33	26	22	21	28	10	21	13	18	4	13	2	43	5	12	2	0
150	Greek	15	23	31	3	23	1	5	0	0	2	18	0	0	0	0	0	0	0	0
		14	25	18	5	16	2	20	1	40	2	11	3	15	0	0	0	0	0	0
		13	24	26	5	10	2	22	2	15	1	5	0	0	0	0	0	0	1	0
50	German	15	2	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		13	0	0	1	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50	Modern History	15	5	15	5	18	2	9	0	0	0	0	0	0	0	0	0	0	0	0
		14	5	11	5	10	2	26	1	10	0	0	3	19	0	0	1	10	0	0
		13	5	20	2	25	1	10	1	15	1	10	0	0	1	15	0	0	0	0
100	Algebra	15	14	39	7	47	9	38	0	0	3	58	4	25	0	0	0	0	0	0
		14	7	33	5	29	8	37	2	21	1	25	4	35	0	0	0	0	0	0
		13	4	38	4	26	4	34	2	16	5	22	3	30	0	0	0	0	0	0
50	Trigonometry	15	0	0	0	0	3	25	0	0	1	20	0	0	0	0	0	0	0	0
		14	0	0	0	0	2	21	0	0	0	0	0	0	0	0	0	0	0	0
		13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50	Conic Sections	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
100	Euclid	15	15	29	13	21	13	28	2	25	6	30	2	10	0	0	0	0	0	0
		14	16	18	13	21	16	17	4	16	1	40	4	10	0	0	0	0	0	0
		13	8	11	12	13	12	13	8	16	4	17	3	8	0	0	0	0	0	0
40	Mensuration	15	0	0	5	23	2	12	0	0	3	27	4	18	0	0	0	0	0	0
		14	0	0	5	29	0	0	2	15	1	20	7	18	0	0	0	0	0	0
		13	0	0	3	20	0	0	1	20	0	0	4	17	0	0	0	0	0	0
50	Book-keeping	15	5	26	7	29	8	19	4	15	5	25	2	35	0	0	0	0	0	0
		14	1	20	9	25	14	22	2	20	2	5	3	23	0	0	1	20	2	35
		13	1	20	8	21	3	27	5	20	2	20	2	35	1	35	0	0	0	0
120	Nat. Philosophy	15	7	20	4	20	5	24	1	20	0	0	0	0	0	0	1	20	1	30
		14	1	20	5	20	2	30	0	0	1	20	4	35	0	0	0	0	0	0
		13	1	20	3	27	2	20	1	20	1	20	0	0	0	0	1	20	0	0
90	Nat. Science	15	2	30	4	25	3	23	2	12	2	15	1	10	0	0	0	0	2	20
		14	1	30	4	25	6	13	0	0	0	0	2	25	0	0	1	10	1	10
		13	2	20	1	30	3	17	3	19	1	20	2	10	0	0	0	0	0	0

It will be remembered that in this table and in table 16 the Greek includes Greek history, to which, except in the grammar schools, it was almost entirely confined.

Table 18 shows the actual totals for the morning and afternoon papers of all the schools examined, and will thus give an idea of the extent to which the schools vary from one another.

TABLE 18.

Results obtained from each school.

Schools.		Average Marks gained on Morning Papers.			Average Marks gained on Afternoon Papers.			Average Marks gained on the whole Examination.		
		15	14	13	15	14	13	15	14	13
Classical Grammar Schools.	1	237	235	230	140	90	66	377	325	296
	2	260	248	201	126	98	53	386	346	254
	3	279	211	188	147	72	43	426	283	231
	4	246	186	212	67	55	55	313	241	267
Semi-Classical Grammar Schools.	5	273	283	213	123	86	45	396	369	258
	6	261	245	198	87	83	24	348	328	222
	7	267	227	203	143	29	16	410	256	219
	8	192	138	159	71	31	51	263	161	210
	9	233	*121	132	—	—	—	233	*121	132
	10	—	261	197	—	—	25	—	261	222
	11	—	*132	171	—	*29	6	—	*161	177
	12	—	111	*379	—	—	*61	—	111	*440
Proprietary Schools	13	200	194	198	39	24	27	239	218	225
	14	202	204	161	37	39	31	239	243	192
Private Schools charging more than one Guinea a Quarter for Day Scholars.	15	270	237	263	149	89	91	419	326	354
	16	274	247	232	141	62	47	415	309	279
	17	235	287	193	101	71	10	336	358	203
	18	206	254	216	51	69	54	257	323	270
	19	191	214	294	67	18	45	258	232	339
	20	288	194	175	74	60	35	363	254	210
	21	217	183	167	84	11	28	301	194	195
	22	*266	170	182	—	—	6	*266	170	188
	23	184	173	174	12	11	12	196	184	186
	24	225	115	153	40	7	3	265	152	156
	25	279	—	187	57	—	12	336	—	199
	26	—	—	186	—	—	13	—	—	199
Private Schools charging one Guinea a Quarter or less for Day Scholars.	27	*244	265	187	—	43	4	*244	308	191
	28	220	175	248	18	8	41	242	183	289
	29	203	173	177	54	37	23	257	210	200
	30	266	147	138	27	—	—	293	147	138
	31	162	*209	153	—	—	—	162	*209	153
	32	* 93	178	94	—	—	—	* 93	178	94
	33	*122	91	99	—	—	—	*122	91	99
	34	—	210	172	—	44	15	—	254	187
	35	—	145	139	—	—	3	—	145	142
	36	85	—	124	4	—	22	89	—	146
	37	—	—	223	—	—	11	—	—	234
	38	—	—	143	—	—	—	—	—	143

* In these schools there was only one boy of the age so marked, and the number cannot therefore be safely taken as a test of the school. In No. 9 there are no afternoon papers, though a few of the boys professed to learn Latin; the examination, however, was not in any way satisfactory. In No. 15 there was a great deal of copying, and the results may therefore be rather higher than they should be.

It may be interesting also to see in what schools the best results are produced in regard to the first boys, and I therefore give a

table showing the number of boys who obtained half marks in the different classes of schools.

Number of boys showing special proficiency.

TABLE 19.

Class of School.	No. of boys in schools over 12	Per cent. of boys obtaining half marks in morning paper.	Per cent. of boys obtaining 3 marks in morning paper.	Per cent. of boys obtaining at least 100 marks in afternoon paper.	Per cent. of boys obtaining at least 200 marks in afternoon paper.	Per cent. of boys obtaining at least 300 marks in the afternoon paper.
1. Classical grammar schools	172	19·2	3·5	30 2	14·3	5.8
2. Semi-classical grammar schools	110	21·8	3·6	21·8	2·7	1·8
3. Private schools having not less than 20 boarders, and charging not less than 30 guineas a year	150	40	4·7	18	6 7	1·3
4. Private schools having not less than 20 boarders, and charging less than 30 guineas a year	96	4·8	-	5·8	1	-
5. Private schools having less than 20 boarders	75	14·7	1·3	8	1·3	-
6. Private day schools charging not more than 4 guineas a year	102	2·9	1	7·8	-	-
7. Inefficient grammar schools	18	11·1	-	5·5	-	-
8. Inefficient schools of same class as (3)	50	2	2	4	2	-
9. Inefficient school of same class as 6	54	1·9	-	-	-	-
Total	827	13·3	2·4	15·4	5	1·7

The average number of marks obtained by the boys, classified as to counties is as follows:

Results of the examination arranged according to counties.

TABLE 20.

County of	No. of schools.	Morning paper.			Afternoon paper.			Total.		
		15	14	13	15	14	13	15	14	1
Glamorgan	16	256	219	187	95	54	28	351	273	215
Denbigh	5	235	241	204	87	42	43	322	283	247
Flint	3	204	136	143	71	21	20	275	157	163
Hereford	7	219	171	198	47	44	28	266	195	226
Chester (city)	4	246	223	205	87	49	39	333	272	244

Inferiority of agricultural counties.

As I only examined two schools in Montgomeryshire, and the returns from one are not complete, I have thought it fairer not to give an average for that county; there are, in fact, very few schools, as will have been seen, in the county. The results show, as might have been expected, that an agricultural population gives a less favourable result for the schools, Glamorgan and Chester being at the head of the list. The difficulties experienced by farmers in educating their children, and the indifference often shewn by them on the subject, resulting perhaps from the action of these difficulties on successive generations have been already remarked on.

All the masters agreed that the boys who learn Latin do best in their English subjects, and the results of the examination fully bear this out. Thus the result given by two schools, which seemed most suited to test, it is as follows:

TABLE 21.

Advantages of learning Latin.

	1st school.			2nd school.		
Ages - - - - - - -	15	14	13	15	14	13
Marks obtained on morning paper by						
Boys learning Latin - - -	304	298	266	219	211	211
Boys not learning Latin - -	211	147	187	162	179	147

There can be no doubt that the great difference is owing to the fact that it is the boys who are most proficient in other subjects who are selected to learn Latin, whether this is the whole reason it is difficult to say: it may be worthy of remark, however, that applying the same test to Euclid the results are not so marked—thus from the same schools we get,

TABLE 22.

	1st school.			2nd school.		
Ages - - - - - - -	15	14	13	15	14	13
Marks obtained on morning paper by						
Boys learning Euclid - -	274	259	317	237	251	274
Boys not learning Euclid - -	207	208	174	199	182	173

It would require statistics from many other similar schools in other parts of the country before any certainty could be arrived at, as to the effect that the study of Latin has upon the power of learning other languages.

Deficiency in grammar and numeration.

I have been struck by the deficiency of answers to the third question in English Grammar and the first question in arithmetic. Thus out of 1,034 boys above 12 years of age only 114 obtained half marks for the third question in grammar, and 47 of those boys were in four schools containing 189 pupils. And so out of the same number of boys 442 failed to answer the first question in arithmetic.

Specimens of erroneous answers, and cause of them.

It would be easy to adduce examples of answers apparently displaying the most lamentable ignorance, and in fact sometimes doing so. I think, however, it is a most unsafe test of the state of a school, as they often arise from thoughtlessness or nervousness, and cannot be avoided even by careful teaching. I may adduce two examples as illustrating this. In answer to the fifth question, in history, viz., "In whose reign was the Petition of Rights passed? Mention any three of its provisions," one boy put, "He lived three days with nothing to eat but peas." Upon inquiry I found that he had been reading the day before the account of the Duke of Monmouth's sufferings after the battle of Sedgemoor, and he had evidently caught at the words "provisions" and "three" without trying to understand the question. Again, in one of the girls' schools, a girl of 15, after looking at the first question in geography, and thinking a moment, said out loud, "The capital of Scotland is Ireland. No, the capital of Ireland is Scotland." Yet after she

had become less excited, she answered, not only that question but the rest of the paper, very fairly. Neither of the schools were particularly deficient, and I adduce these examples as showing the untrustworthiness of single answers, however absurd, as a test either of the pupils or the school.

Importance of inquiring into girls' schools.

In the previous pages I have confined my attention almost entirely to boys' schools, but besides inquiring into them I was directed by my instructions to inquire also into the schools for girls. This inquiry has proved more important and interesting than I anticipated, and is, in fact, even more so in many respects than that as to the education of boys. Girls' schools are more numerous than boys' schools, though the number of pupils in them appears to be not quite so great, and they have hitherto received less attention; again, there is less agreement of opinion with respect to the best subjects for the education of girls than there is with respect to those most suited for boys, and I have been led strongly to the belief that an alteration in the subjects now usually taught is desirable. The mistresses have less opportunities than masters of learning the methods employed at other schools, and the general opinions that have been formed in relation to education, while they are, as a rule, far more willing and anxious to receive suggestions and advice than the masters. I think, too, that the views of the mistresses are for the most part in advance of those of parents in relation to the education of girls, and it is especially desirable, therefore, that the matter should receive some degree of general attention, and public opinion on the subject be, if possible, improved.

Unsatisfactory condition of girls' schools, and its reason.

Girls' schools, on the whole, seem to be in a less satisfactory condition than those for boys; though I found many in which the mistresses were doing good work, and the moral and religious influence appeared to be all that could be desired. The reasons of this unsatisfactory position of girls' schools are various; it is still not unusual for ladies to open schools solely because they need some increase to their income, without having any taste or aptitude for teaching, while others take pupils to give themselves some occupation, without considering it the principal object of their lives, or throwing into it all their energy as a man does into his profession. This happens the oftener because of the subjects which are usually taught to girls, and the mode in which they are taught, neither being such as to require much real training on the part of the mistresses. There are no doubt some counterbalancing advantages in these small schools kept by ladies who seek to add somewhat to their income, since they approach more nearly to a home, and allow of more personal and individual influence being exerted by the mistress over the girls: the system is sure, however, to produce many unsatisfactory as well as some satisfactory schools. Again, the mistresses of schools change much oftener than the masters in boys' schools. The latter seldom open a school without intending to make it the principal employment of their lives, and their marrying, so far from interfering with their continuing to teach, is usually almost necessary to the success of

Motives of the mistresses in keeping school.

Frequent change of mistresses.

their school. On the contrary, very many young ladies open a school on finishing their own education, hardly intending to continue it for more than a few years, and if they marry they almost invariably cease to teach, and the school passes into other hands. Thus a large number of mistresses, just when they have acquired the experience which would make their teaching valuable, cease to teach, and leave their schools to other hands, who have to gather up fresh experience. Again, mistresses have no means of acquiring that high education which is obtained by men at the Universities, and which can hardly be obtained except in a place devoted to the study of the higher branches of knowledge and strong in the traditions of successive bodies of teachers. This applies, indeed, mainly to the upper class of schools, the masters of the lower middle-class boys' schools having seldom had a university education; but if the upper-class schools are really well taught, the result is felt in other schools also. An almost equal disadvantage under which mistresses labour is the absence of any examination by which they can test their own acquirements or evidence them to others. The need of such examinations is very generally felt, and most of the mistresses I have spoken to have expressed in the strongest terms their sense of the want of them. The head of a school has now no means of ascertaining the capacity of any governess to teach a particular subject except her testimonials, which are often given by those who are themselves unfit to judge of her acquirements, and has therefore to take her on trial before she can form an opinion as to her suitability. Among the governesses themselves I think there is a similar wish for some means of evidencing the acquirements which they may possess; and I was told by one young lady, who was just opening a school, that she had gone to France to finish her education, mainly in order that she might obtain one of those certificates of fitness to teach which can be obtained in France, but not in England, and that she knew other girls who were going over to France to be educated for the same reason. I can hardly suppose that this great want will be suffered to continue much longer.

Absence of University education for mistresses.

Absence of examinations for mistresses.

Perhaps the chief obstacle to the satisfactory education of girls is the different object that appears to be sought by it from that which is sought in the education of boys. The main object of the education of a boy is to train his intellect, and to teach him to think and to work; and even when much time is given to those subjects which will be useful to him in his future pursuits—which is, I think, increasingly the case—they are usually in some degree of an intellectual character, or taught in such a way as to effect the above objects. In the case of girls, however, the necessity of mental training seems to be to a great extent overlooked, and the only desire is to store their minds with such information and to teach them such accomplishments as may make them appear to advantage in society: subjects, therefore, which would exercise the reasoning powers and other mental faculties such as mathematics, classics, or science, in any but its elementary forms, are seldom taught, while much time is spent on learning facts of history and geo-

Different objects sought in the education of girls and boys.

graphy, and such general information as may be acquired from elementary lectures on science, or books like Mangnall's Questions, while a still larger portion of the short time that is allotted to education is devoted to music and other accomplishments. The reason of this difference may perhaps be traced further back to the different aims which boys and girls set before them in their lives. A boy seeks to get on in life and to compete with his fellow-men in business or in a profession; a girl usually looks forward to being married, and so forming a home for herself, and seeks therefore to make herself an attractive and agreeable companion. I do not think this latter object is really so fully obtained by the present course of instruction as it might be by a different one, but I believe it is not unnaturally supposed to be so.

Classification of girls' schools. Numerousness of cheap schools.

Girls' schools may be classified in a manner very similar to boys' schools, but the cheap schools at which only elementary knowledge is taught are much more numerous. This arises mainly from the fact that children are sent to girls' schools much younger than to boys' schools, and there are many schools in which the mistresses only profess to teach their pupils till they are 11 or 12, after which they are sent to other schools to finish their education. There is also a class of schools called finishing schools, to which there is nothing corresponding among boys' schools, which have no pupils, or hardly any, under 14 or 15, and whose avowed object is to complete the education of girls who have been brought up to that age at home or at cheaper schools, and which teach principally the accomplishments. These schools are for the most part boarding-schools, and usually congregate round one or two centres. Thus at Malvern there are collected a very large number of ladies' schools, while there are comparatively few in the neighbouring towns of Herefordshire. The reason that such schools congregate together seems to be mainly that it is easier to obtain really efficient masters where there are many schools together, and partly also that such places acquire a reputation for the education given at them, and it is thought fashionable to have been educated at one of them. The town of Chester forms in some degree such a centre, but there is no other within my district, which arises probably from the wish felt by most parents to send their daughters to school out of Wales to finish their education, that they may lose their Welsh accent and habits. The existence of this class of school for girls, and not for boys, may be accounted for partly by a very general feeling that home education is the most suitable for girls, at any rate, as far as it is compatible with the acquirement of the accomplishments which are deemed necessary; and partly from the great expense of girls' schools, which makes parents wish to shorten as far as possible the time that their daughters are at them. They may perhaps also be considered as supplying in some degree the place occupied by the Universities in the education of men. With respect to the subjects taught in different classes of schools, music takes very much the place of Latin, though it is rather more universal; and I have considered as a rule that no school came within the terms of t

Finishing schools.

Commission at which it was not taught. There is, I think, rather more objection felt to different classes of society mixing in girls' schools than in boys' schools. Only one or two of the schools in my district, however, are confined to the daughters of professional men. The upper class of tradesmen are for the most part able and willing to pay higher terms, and few mistresses therefore are willing entirely to exclude their daughters for the chance of obtaining more of those of professional men. Mixture of classes in schools.

I may again illustrate my remarks by the case of Swansea. In that town there are 12 schools at which the accomplishments are taught, and there are two others of the same class at the Mumbles. Four of these are intended for day-scholars only, but they are not in all cases the less expensive schools. Of the above, four charge 25*l.* a year or less for boarders, and 4 guineas a year or less for day-scholars, and one charges 50 guineas a year for boarders, the others charging intermediate terms. This is, however, exclusive of the accomplishments, which are in all cases extra, and which make the actual payment for a girls' school very different from that for a boys' school professing to charge the same amount. The pupils are in all cases the children of the upper class of tradesmen, farmers, and professional men; but in the cheaper schools are almost entirely confined to the first; while in one or two of the more expensive schools they are mainly the daughters of merchants, manufacturers, and professional men. Seven of these contain between 10 and 20 pupils, five between 20 and 30, and the other two between 30 and 40. Besides the above, there are 12 schools which only profess to teach young children, and which do not appear to me to come within the terms of the Commission, though I visited some of them. These for the most part, as well as many of those before mentioned, take boys under nine or ten years of age, as well as girls. They are mostly small schools, and principally for day-scholars. Schools in Swansea. Schools in small towns.

There are fewer towns without any girls' school than without any boys' school, and the schools being smaller, there is more likelihood of a second school being opened if the existing one is unsatisfactory; and there is therefore, I think, less difference between the efficiency of schools in the small and large towns. Farmers and men living in country districts have of course the same difficulty in finding schools for their daughters as their sons, but it is of less importance, because they have less difficulty in providing them with an education at home. This is, I think, usually done at any rate for some years, but the governesses employed for that purpose are, I fear, often very unfit for their work, being very imperfectly educated themselves; while the treatment they receive, and the position they occupy in the household, is such as to prevent the probability of any superior persons entering on the position, even if the salaries offered were likely to tempt them to do so. The number of governesses throughout the country must be very large, and considering that they usually only devote a few years of their life to teaching, if all the persons who are really qualified to teach were to devote themselves to it, they would not, I should think, be sufficient to supply the demand. At present any tradesman's or farmer's Education in country districts.

daughter who has been to school for a few years, if she dislikes the idea of being a servant, is considered as a matter of course fit to undertake the duties of a governess.

Short time that the pupils remain at school.

In girls schools as in boys' schools the great difficulties that the mistresses meet with appear to be the irregularity of their pupils' attendance and the short time that they remain at school. Girls on the whole remain at school to rather a later age than boys do. This is, I believe, partly because they cannot so easily enter upon any situation when young; partly because girls' schools being on the whole more expensive than those for boys, the first part of their education is conducted at home, and they are sent to school for a year or two when thought old enough to gain the greatest advantage from it. It is not unusual, therefore, for girls to come to school for the first time when they are from 14 to 16. They then frequently stop a very short time, one or two quarters perhaps, and in this time they are supposed to learn especially accomplishments, though very often ignorant of the elements of education. I have met with girls of 16 and more just come to school who knew absolutely nothing, except how to read and write, and that imperfectly. I believe that girls remain at school, on an average, a less number of years than boys do; though when they are educated wholly at school and are of the upper middle class, they remain at school longer than boys, both coming to school earlier and remaining later. The irregularity of their attendance seems to be even greater than that of boys; in day-schools a very small reason is often sufficient to keep them from school, and in both day and boarding schools they are often kept away for a quarter or even for a year or two without any apparent necessity, and on returning to school in such cases they have usually forgotten most of that which they had previously learnt. To prevent the habit of staying away for a quarter some mistresses insist on being paid for the quarter whether the pupils are there or not, unless a quarter's notice has been duly given. This, however, can only be done by mistresses who can afford to risk losing a pupil, as it often gives offence. I cannot but think, however, that it is really a right plan. The total number of girls' schools in my district that come within the terms of the commission is 95, which it will be seen is a larger number than that of the boys' schools. The following tables will show the size and nature of the schools and correspond to tables 3 and 4.

Irregularity of attendance.

Number of schools and pupils.

TABLE 23.

County of	No. of day schools.	No. of mixed schools.	No. of boarding schools.	Total schools.	No. of day pupils.	No. of boarders.	Total girls.
Glamorgan	14	24	1	39	674	253	927
Denbigh	5	7	3	15	277	149	426
Flint	6	3	1	10	208	28	236
Montgomery	1	8	1	10	168	55	223
Hereford	2	13	—	15	192	158	350
Chester (city)	1	2	3	6	41	101	145
Total	29	57	9	95	1560	744	2307

TABLE 24. Size of schools.

County of	Schools containing less than 25 girls.		Schools containing less than 50 and more than 25 girls.		Schools containing more than 50 girls.	
	No. of schools.	No. of pupils.	No. of schools.	No. of pupils.	No. of schools.	No. of pupils.
Glamorgan	24	370	12	380	3	177
Denbigh	7	126	6	185	2	114
Flint	8	177	2	59	–	–
Montgomery	7	120	3	103	–	–
Hereford	8	140	7	210	–	–
Chester (city)	3	85	–	–	1	60
Total	59	1018	30	938	6	351

TABLE 25. Size of boarding schools.

County of	Schools having more than 20 boarders.			Schools having more than 10 and less than 20 boarders.			Schools having less than 10 boarders.			Total boarding schools.		
	No. of schools.	No. of boarders.	No. of day scholars.	No. of schools.	No. of boarders.	No. of day scholars.	No. of schools.	No. of boarders.	No. of day scholars.	No. of schools.	No. of boarders.	No. of day scholars.
Glamorgan	3	114	46	6	67	87	16	72	292	25	253	425
Denbigh	2	77	–	4	56	83	4	16	77	10	149	160
Flint	1	20	–	–	–	–	3	8	63	4	28	63
Montgomery	1	20	20	–	–	–	8	35	132	9	55	152
Hereford	1	30	5	7	107	76	5	21	71	13	158	152
Chester (city)	2	53	26	3	43	13	–	–	–	5	101	30
Total	10	310	97	20	273	259	36	152	635	66	744	991

There are only two endowed schools in my district, viz., the two Howell Schools, the one at Landaff, containing at the time of my visit 60 boarders and 10 day scholars, and the one at Denbigh containing 55 boarders. The existence of these large schools increase the averages given in the above table for Glamorganshire and Denbighshire. I have not included in the above statistics Shrewsbury, in which there are four schools. They all declined to be examined, and I have not received any answers from them. They are boarding-schools of a similar description to those in Chester, but I should think not so good. As, however, I was able to gain so little information about them and they presented no peculiarity as far as I could learn, I have omitted them altogether. Endowed schools. Shrewsbury.

The preference of boarding to day-schools is less common in the case of girls than boys, and in fact day-schools are usually preferred for them, except during the last year or two of their education. On the other hand, girls are less able to walk any consider- Relative merits of boarding and day schools.

able distance to school than boys, and the pupils of each school, especially in towns, usually come from its immediate neighbourhood, which may be one reason why girls' schools are so numerous. In the country they are for a similar reason more often obliged to be sent to a boarding-school on account of the absence of any day-school in the neighbourhood. I have, however, heard of several instances of girls walking three or four miles into a town to school, and being, notwithstanding, among the most regular pupils; in other instances I have heard of their being driven every morning the whole or part of the way to school.

Small size of girls' schools, and its reasons.

With respect to the size of schools, the difference between those for boys and girls is, it will be seen, very marked. The origin of this I have heard attributed to various causes. It is, no doubt, partly due to the greater number of ladies wishing to engage in teaching, while very many of the mistresses shrink from the responsibility and actual physical labour of the management of a large school. The objection, however, seems to be as strong on the part of the parents as the mistresses; very many have based their objection on the fact that girls are more easily biassed than boys, and that in a large school there is sure to be one bad girl who it is said would lead astray all the rest. The mistresses, however, of two or three of the best schools in my district, strongly deny this, and say that there are as distinct a tone of feeling and *esprit de corps* in a girls' school as in any boys' school which would put down any misconduct in a single girl. I do not think, therefore, that it is a valid ground of objection, though it seems to influence many. Another reason is, that a small school is more like home, and there is more of the direct personal influence of the mistress brought to bear on the individual girls. The daily life, too, being more like that in an ordinary family, they can be the better taught what is proper behaviour in the different positions in which they may be placed in after life. One of the advantages of a large boarding-school for boys is supposed to be the formation of a strong hardy character, and both a large school and a boarding-school may be thought unfavourable to the formation of the gentle and feminine character which it is desired to form in girls.

Relative number of mistresses and pupils.

The proportion of mistresses to pupils is very great. Thus in 29 schools from which I have returns, there were 770 pupils, 79 mistresses, and five pupil teachers; omitting the two Howell Schools, the proportion of mistresses is still greater, being 73 mistresses (including pupil teachers) to 645 girls. As in the case of boys' schools the number of mistresses is greatest when the terms are high. In the three schools from which I have returns in which the terms are about 50 guineas per annum exclusive of accomplishments, there are 53 girls and 13 mistresses, or one mistress to every four girls. One main cause of this is, I believe, the smallness of the schools which renders it difficult to divide the children into classes, and the necessity for having resident mis-

tresses for the different accomplishments. When it is remembered that in addition to these mistresses the senior pupils are taught music, drawing, and dancing, and often some other accomplishments by masters, the contrast with boys' schools is very marked. The size of the classes differs less from those in boys' schools; thus, on an average of 10 schools, the number of pupils in the first class in English grammar is eight. There are, however, more subjects which are taught to the girls individually than are so taught to boys.

The expense of a girl's education is greater than that of a boy's. The usual charges for education in the ordinary English branches is indeed less, but there are so many extras, and that for subjects which it is considered necessary for girls to learn, as more than counterbalance this. Expense of education at girls' schools.

The following table shows the terms of the schools in my district, but they almost all charge also from 4*l.* 4*s.* to 8*l.* 8*s.* each for music, French, dancing and other accomplishments: if the subjects are taught by masters they become often still more expensive. For an average bill in most schools, therefore, 10 or 12 guineas must be added to the nominal charge, and in the higher schools a much larger amount. Thus, an average bill for a school charging 60 guineas for boarders would be at least 100 guineas. The most expensive boys' school in my district has 64*l.* for an average, and 73*l.* for the highest bill. There are at least three girls' schools whose average bills must be 90*l.* or 100*l.* and whose highest bills must amount to at least 120*l.* In one school, for which 60 guineas is charged for board and education, even arithmetic is an extra, the following being the list of extras given in the prospectus:

Music and singing, each	8	guineas	per annum.
German and Italian, each	6	„	„
Drawing	6	„	„
Calisthenics	6	„	„
Latin	4	„	„
Class singing	3	„	„
Arithmetic, including algebra, Euclid, &c.	4	„	„
Lectures on Natural Philosophy	4	„	„

Extras.

Laundress, seat at church, use of library and piano being also extras.

I do not give this list in any degree as a reflection on the particular school, with which I was much pleased, but as illustrating the great expense of female education as at present conducted, as compared with that for boys. I believe, even in the school above mentioned the expenses of conducting it are so great, that very little profit is made by the mistress.

Number of schools classified according to their terms and to the counties.

TABLE 26.

	Glamorganshire.			Denbighshire.			Flintshire.			Montgomeryshire.			Herefordshire.			Chester.			Totals.	
	No. of schools.	No. of boarders.	No. of day scholars.	No. of schools.	No. of boarders.	No. of day scholars.	No. of schools.	No. of boarders.	No. of day scholars.	No. of schools.	No. of boarders.	No. of day scholars.	No. of schools.	No. of boarders.	No. of day scholars.	No. of schools.	No. of boarders.	No. of day scholars.	No. of schools.	No. of boarders.	No. of day scholars.
Schools charging 50 guineas a year or upwards for boarders -	1	4	8	1	27	-	-	-	-	-	-	-	1	12	4	4	67	13	7	110	25
Schools charging more than 25 guineas a year and less than 50 guineas a year for boarders and more than four guineas a year for day scholars - - -	13	97	223	6	57	115	1	20	-	2	25	20	4	77	29	2	34	31	28	310	418
Schools charging not more than 25 guineas a year for boarders or four guineas a year for day scholars - - - -	24	92	433	97	15	102	9	8	209	8	30	148	10	60	159	-	-	-	68	214	1111

Evils and advantages of extras.

The system of extras is attended with some evils. It induces parents to put off the time for learning a subject till long after it would have been really best for the pupils to begin it, and it is also usually unsatisfactory to the parents, and likely to prejudice them against the proper education of their children. On the other hand, it is undoubtedly desirable that parents should be able to diminish the cost of their daughters' education by omitting the more expensive accomplishments, and it may tend to check the general study of them. The actual expense of a girl's education is no doubt less than appears, because it is very usual in girls' schools for ladies to take lower terms than those held out in their prospectus. I cannot but think this is undesirable except for very special reasons, and I believe it sometimes ends in the mistress having habitually to accept lower terms than those justly due to her.

What subjects are taught by masters better than by mistresses.

The question whether girls are best taught by mistresses or masters is one on which there seems to be a pretty general agreement of opinion. It would seem that the commencement of a subject is best taught by mistresses, who know more of the dispositions of the girls, and are able to act and speak more freely to them. On the other hand, the higher parts are best taught by masters, the girls being usually more willing to exert themselves to please them and having more respect for their opinions. This adds, however, further to the expense of the school, because as a mistress is usually present during the giving of the lesson, for the sake of propriety, there are really two persons engaged in teaching the one pupil.

Age of pupils.

Out of 348 pupils in girls' schools whose ages I have returned to me, 116 were under 10, these no doubt including many boys; 136 between 10 and 14; 65 between 14 and 16; and 31 above 16.

With respect to the subjects taught in the various schools, the

following tables will show the number of schools which teach and pupils who learn some of the principal subjects:

TABLE 27.

Number of schools teaching and pupils learning the principal subjects.

Subjects.	Percentage of schools teaching.	Percentage of pupils learning.
French - - -	71	23
Book-keeping - -	24	5
Instrumental music - -	100	55
Vocal music - - -	41	13
Drawing - - -	65	19
Arithmetic - - -	65	49
Dancing - - -	54	24

These statistics being formed from the returns of only 17 schools nnot be considered as very accurate; it must be remembered in ation to them that the schools contain a large proportion of ldren under 10 who could hardly learn the subjects. Drawing usually taught during one half of the year only. In the more pensive schools French and music are learnt as a matter of urse by all the pupils.

Latin is, I believe, taught in only three schools, except to the tle boys who may be in them, though some other mistresses ould teach it if the pupils were willing to learn, and some of them teach Latin roots. The chief reasons that it is not taught pear to be, first, a want of time, so much being devoted to music d other accomplishments, and to needlework of various kinds. econdly, that it will be no use to pupils in life—a reason assigned me again and again when asking why the pupils did not learn atin or Euclid or even the higher parts of arithmetic. Thirdly, at very few of the mistresses are able to teach it. Latin.

French is taught pretty generally, and I think known better by rls than boys; this I imagine is partly due to the greater time nd more prominent position among the studies allotted to it, and partly perhaps to a greater aptitude in girls for the study of anguages. French.

In the upper schools it is usual to have a French lady resident n the house and to make the pupils speak French the greater art of the day either every day or on certain days in the week. Some mistresses, however, object to this on the ground that the girls thus acquire a habit of speaking inaccurately, the mistress not being always by to correct them, and they being, in fact, unable o speak correctly from want of knowledge of the language. In nost schools, however, the advantage of gaining some degree of luency in speaking is considered to more than counter-balance this evil, and various means are adopted, such as giving bad marks to girls making mistakes or good marks to those correcting them, to nduce them to speak correctly.

Italian and German.

Italian is not, I think, taught at all in my district, and *German* is taught in about 10 schools, but only to two or three pupils in each.

Arithmetic.

Arithmetic is not nearly so well or carefully taught in girls schools as in boys' schools. Very few girls get beyond practice, and the majority know hardly more than the first four rules. The reason of this deficiency is not, I believe, any want of capacity or inclination in the pupils, but, as in the case of Latin, partly belief that the higher parts of arithmetic will be of no practical use, and still more the incapacity of the mistresses. With regard to the former it is no doubt true that the importance to boys of a good knowledge of arithmetic as enabling them to obtain situations more readily is one reason of the attention paid to it in commercial schools, but the value of its higher rules as a mental training, and as affording practice in and command over the earlier part of it ought not to be overlooked. With regard to the latter reason I believe few governesses have been well taught arithmetic themselves, and those few have no means of proving their capacity and are not therefore selected specially to teach that subject; in some schools it is taught by masters and charged as an extra, but this I should think, it can hardly be doubted, is undesirable, for the reasons amongst others that render masters undesirable at the commencement of the study of music or other accomplishments.

Book-keeping.

Book-keeping is taught in some of the lower schools in my district for the sake of girls who will be required to help to keep the books in their fathers' shops. The mistresses as a rule are hardly capable of judging of the expediency of teaching *algebra* or *Euclid*. In one school in which algebra was taught the mistress informed me that it was always a favourite subject with the girls.

Natural history and physics.

Natural history and physics are taught by means of lectures in a few of the upper schools. This, however, is only possible in the neighbourhood of large towns, or where there are several schools together.

It is thought by some mistresses, and I think with good reason, that these lectures afford little mental discipline and give only an uncertain and incorrect knowledge, at any rate unless supplemented by an independent study of the subject; they may be of value however as giving a useful and entertaining variety in the routine of schoolwork if too much time be not taken up by them. In most other schools the facts of science are taught from elementary books, but I fear usually with a like result. I was struck by the fact that in my examinations, though many of the pupils attempted to answer the question "What gases is the air composed of?" very few answered it correctly. Most said oxygen and hydrogen. A real and systematic study of a science, such as chemistry or botany, is not, I think, anywhere attempted.

History and geography.

History and *geography* receive a good deal of time and attention and they are as a rule better taught in girls' schools than in boys' schools. I think, however, that more stress might be laid with advantage on the constitutional part of history.

English grammar seems to be less understood and, I suppose, therefore is worse taught in girls' schools than in boys' schools. In parsing the sentence, "What reason have you for saying that?" I was surprised to find how very few were aware that *you* is the nominative to *have*. The number was small even among the boys, but still smaller among the girls that I examined. I think this is partly the result of the subject being taught rather as a series of facts and rules than according to any natural system, and partly of the girls not having been trained to think by any other subjects which exercise the reasoning power. The absence of the knowledge of Latin or Greek grammar or, in many cases, of any other grammar at all no doubt also is one cause of it. English grammar.

Music is almost universally learnt except by a few girls in the lower middle class schools who remain but a very short time. In many cases farmers' daughters who know hardly any history or even spelling, and who have only six or nine months in which to finish their education, learn music, and that though there may be no instrument at their homes on which they can practice. In the higher class schools a great deal of time is usually devoted to it, from one to two hours a day being spent thus, and sometimes even more, if singing be also learned. The opinion of a large majority of the mistresses seems to be that this ought not to be so, but that if after having tried for six months the pupil appears to have no taste for music, she ought not to be allowed to continue its study, but should learn drawing or some branch of science instead. A few of the mistresses, however, consider that by continued perseverance anyone may be taught to play fairly, and that the ability to play is worth the sacrifice of time. Music.

Except for the positive advantage of knowing it, instrumental music appears to be as undesirable a subject for educational purposes as could be well found. It affords very little exercise to the mind, and indeed a great part of the time that is occupied in it is occupied in the merely physical training of the hands. It is, therefore, of very little value for mental training. Again, a large amount of time must be spent on it to be of any value. It is necessarily taught to each child separately. It is a subject the teaching of which is very expensive, especially if taught by masters, because two teachers are then required for each pupil during the time of each lesson, instead of one teacher to ten pupils, which is a fair proportion in other subjects; the expense therefore having to be reckoned by pounds instead of shillings. The necessary appliances for teaching it, viz., the piano and music, are also very expensive. Independently of the expense the study of music introduces great difficulties into the arrangements of the school. The number of pianos being limited, it is necessary that the girls should practise whenever there is a piano vacant, and this often interferes with their other studies. Some schools seem to succeed in so arranging the classes as to get over this difficulty to a great extent, but it is only by having many pianos and by the pupils practising at all hours out of school. Another disadvantage is that the pianos being in different rooms, the practising Disadvantages of music as a branch of education.

cannot be carried on under the eye of the mistress, and as there is no result, as in exercises in other studies, by which it can be seen whether the pupil has properly attended to her duties or not, there is no check on idle and improper conduct during that time.

When there is a real taste for music it may be worth while, notwithstanding all these difficulties, to make the required sacrifice for the sake of the pleasure and advantage to be gained; but when it is considered how little use is likely to be made of it by girls who have no real love for it, I cannot but agree with the mistresses in thinking that it is a great pity that its study should be considered necessary in such cases. In one school in which music was not taught—the lady who kept it belonging to the Society of Friends—the subject was replaced by the study of Latin, German, and Euclid, and I could not but think with advantage.

The study of the theory of music and the practice of class-singing are not open to the above objections, but no doubt are attended with many advantages. I am not sufficiently acquainted with the subjects myself to be able to judge whether they could be made to take the place of instrumental music as a branch of education, and have not been able to gather much information on this head, as it is not anywhere systematically attempted.

Drawing. *Drawing*, though taught more or less in most schools, is not learned by so many pupils as music; many of the mistresses however, regret that it is not taught more generally. It is almost always taught in the form of free-hand drawing from the flat.

Dancing. *Dancing* is usually learned, but is taught for the most part by a master or mistress, who comes to give lessons. Not unfrequently the children attend at classes held at the house of the dancing master or mistress. It is usually taught during a part only of the year, and is very often combined with calisthenics. These latter are in many schools taught to all the pupils as part of the ordinary school course. I find that in almost all schools dancing is the favourite amusement out of school in wet weather.

Needlework. Some form of *needlework* is taught in almost all schools. The nature of the work, however, is left almost entirely to the parents; usually the time devoted to it is about equally divided between plain and fancy work. The girls generally prefer fancy work, and are anxious to take home some specimens which they have worked at the end of the half-year, and plain work is often neglected in consequence. In one school, as a means of teaching the girls plain work, the mistress had started a class out of school hours to make clothes for the poor; and this plan appeared to be answering the required object. The work is almost always sent by the parents, and no attempt seems to be made to teach sewing, as all other branches of education are taught, by examples not in themselves useful, but chosen especially for the purpose of education. I asked some mistresses why they did not get some pieces of linen on which to teach the children to hem, &c., in the

same way that they procured copy-books to teach the children to write. The idea seemed new to them, and they could give no explanation of the different manner in which the subjects are taught. I subsequently found one school in which the mistress said that such was her practice. There appears to be very little instruction in the art of cutting out and making up dresses and other large articles of clothing, and it is difficult to see how this can be taught under the present system. I ought, perhaps, to mention that in the Howell schools needlework seems to be thoroughly taught, the children making their own clothes.

Cooking and other household duties.

I asked several of the mistresses whether it would be possible and desirable to teach household duties, and in particular cooking. The latter is included in the scheme settled by the Court of Chancery for the Howell schools, though it has never been actually taught in them. The universal opinion appeared to be that it was impossible, and that such subjects must be taught at home. I did not, however, hear any difficulty suggested which appeared to me insuperable. It might probably involve some alteration in the part of the premises occupied by the servants, and would doubtless cause some expense or waste of materials; and care might be required to prevent the pupils becoming intimate with the servants, or the latter being interfered with in their work; but I am not aware of any other difficulty, except the want of knowledge on the part of the teachers.

Deportment.

Much more attention is paid to the behaviour of the pupils in girls' schools than in boys' schools; indeed, in the former the teaching of deportment is as real a part of the duties of the school as the teaching of any other branch of knowledge. It would, perhaps, be well if a little more attention could be paid to it in boys' schools. I think these remarks will illustrate the difference which I have previously pointed out between the subjects that are taught to boys and girls, and the motives that have led to the selection of those subjects.

Relative powers of boys and girls.

I have no reason to believe that there is any material difference in the powers of boys and girls to learn the various subjects of education. Very few persons were really competent to express any opinion on this point, the experience of most having been only of one or the other; but those who were seemed to be all of the opinion that there was no difference in their powers, though a real difference existed in their natures and characters which no similarity of education could eradicate or affect. One gentleman, who kept a boys' school, and subsequently gave it up and kept a girls' school, consisting mainly of the sisters of his former pupils, said that he taught them the same subjects except Greek, which he taught to a few boys, but to none of the girls, and that he found no difference in their facility in learning the other subjects, although the girls were rather quicker and more impatient, making a second guess when told that they were wrong, instead of waiting as the boys did for further explanations. I met also a lady who had been educated at the mixed school at Alnwick, where boys and girls are taught together, and examined together by papers

sent from Cambridge, and she said that she had usually been first, excelling all the boys, and that it was generally the case that one or two girls were first, though Latin formed one of the subjects of examination.

Earlier age at which the female mind developes.

It must also be remembered that, as above stated, girls remain at school to a later age than boys, and that they arrive much earlier at a full development of their minds, and that they are able to study from 15 to 17 with a mature power of thought and appreciation of the value of knowledge, which boys do not attain till 17 or 18, an age after which few boys who are not going up to the Universities remain at school.

Reasons of the present system of education for girls.

The explanation of the present system of education, which is almost confined to the teaching of such subjects as a girl can show in society, and excludes most subjects which would train and strengthen the mind, appears to be two-fold. First, as I have remarked above, the object alike of the parents and of the children is that the latter should be agreeable and attractive companions rather than useful and intelligent women, and they do not sufficiently realize that the latter is a necessary step to the former. Secondly, girls are far more susceptible than boys of praise and blame, and they seek, therefore, to excel in such subjects as can be appreciated by their parents and friends on their return from school. They have hardly any motive to counterbalance this: the desire to fit himself for some situation or office, or to be successful in one of the many examinations which now exist is a more powerful motive with most boys than the mere love of display; but there are at present no corresponding motives for girls.

Beneficial effect of examinations on girls.

The fact that mistresses as a rule wish for some increase in the more solid parts of education rendered it necessary to inquire what means could be adopted to counterbalance the above motives, and I have endeavoured, therefore, to ascertain whether a system of examinations could be extended to girls' schools as a means of regulating the course of studies which the existing examinations certainly very largely do in boys' schools. I have been led strongly to the conclusion that they could be so. Examinations appear to me to be more valuable as a means of influencing girls than boys, because, as I have said, the former are far more affected by praise and blame than the latter. In the examinations I have held the girls have evinced far greater interest than the boys. This may have been partly on account of the novelty of them, but I think not entirely so.

Such examinations would afford to the girls a motive for pursuing the severer course of studies quite equal to the desire of displaying their acquirements before their friends, success in the examination itself being a proof of such acquirements. It is true that such examinations would not directly influence the parents, but one of the great evils complained of by the mistresses is that the parents always allow themselves to be led by the children, and they would certainly yield almost always to the combined wishes of the children and their teachers.

The opinions of the mistresses on the subject of examinations, as expressed by the answers to the questions furnished by the Commission, are on the whole favourable. Of the 20 who express an opinion on the subject, 15 say yes, four say no, and one says yes, if the report was made only to the head of the school. Some misapprehension, however, occurred at first as to the meaning of a public examination. The only examinations of girls' schools at present existing to which that epithet can be at all applied are those of certain endowed schools to which the public are admitted; such, for example, as those held in the Howell schools under the existing scheme, and which I cannot but think are exceedingly objectionable. Many of the mistresses thought that such examinations (*vivâ voce* examinations in the presence of the public) were meant in question 77, and this may be the explanation of the four negative answers. Views of the mistresses with respect to examinations.

Undoubtedly, however, there was among some of the mistresses a shrinking from an examination, and several objected to an examination of their schools, and others permitted it only on condition of its being held in their own schoolroom. I think, however, this was the result of a want of experience, since all the ladies who have allowed me to examine their schools, often with some reluctance, have expressed to me after the examination was over a wish that such an examination could be repeated annually. I examined in all, by written papers, 37 schools, containing 632 children, and three others *vivâ voce*. Of the remainder, some I might have examined, but did not do so from want of time, and others I was refused permission by their mistresses to examine.

In some cases the refusal, no doubt, arose from a consciousness of the unsatisfactory state of the schools, but I do not think that this was always the case. I believe that the schools that I did examine were fair specimens of the whole, including the best schools in my district and also some of the worst. In Herefordshire there were only three schools that I did not examine out of the whole number, and I have little doubt that I should have been able to examine those but for special circumstances.

Seventeen of the schools I examined not in their own rooms, but at central places, the loan of which I obtained for the occasion, and I believe that those examinations were most liked by the schools, as they were also most satisfactory to myself. The towns at which I held these joint examinations were Swansea, Newtown, Hereford, and Leominster. At the examination at Swansea, which was the first occasion on which I held a joint public examination of girls' schools, there were nine schools present, mustering in all 99 pupils, of whom four or five were boys under the age of 10. The pupils themselves seemed for the most part to enjoy the examination, though a few were too nervous to do so. I believe the wish of the pupils, equally with the mistresses, was that it might be repeated. Combined examination of schools.

In a few cases I examined the schools also *vivâ voce*, but the girls were then in most cases too nervous for me to gain any accurate idea of what they really knew. This was not the case at the *Vivâ voce* examinations.

Howell Schools where they are accustomed to such examinations, and would no doubt cease in other schools after a time; I think, however, that a written examination is much more satisfactory and would be generally preferred by the mistresses and pupils. I have stated elsewhere the strong need that I have heard everywhere expressed for examinations to test the capacity of governesses. I think for the above reasons they would be also of advantage in the case of girls not intending to engage subsequently in teaching, and that if such a system of examinations were adopted ladies' schools would soon very largely avail themselves of it. One other point remains to be noticed, which I have heard often spoken of in my district. There is a very general objection to anything in the nature of public display in connexion with the education of girls. The mistresses are very desirous of an examination conducted by public authority, and the results of which should be made known to the mistresses and pupils, but they would in many cases object to any publication of the names of the girls. An examination, the results of which should be announced to the head of each school, and a record of which should be preserved that there might be no possibility of its being misused or garbled, would, I think, be satisfactory to all those to whom I have spoken on the subject.

Objection to any publicity for girls.

My examination of girls' schools was conducted in a precisely similar manner to that of the boys' schools. A smaller proportion of the pupils in the schools, however, attended, especially when the examination was conducted in some central place. The number of pupils I have returned as belonging to the schools examined is 974, while the pupils actually present at the examinations were 618. This arose partly from the fact that girls' schools usually contain pupils of a younger age than boys' schools do.

Number of pupils examined.

The morning paper I made as similar as possible to that for boys in order to admit of a comparison between the two, and for the same reason I shall give the results in as similar a form as possible. I examined in all 618 pupils from 37 different schools, whose ages were as follows:—

Age of pupils examined.

TABLE 28.

Ages	19	18	17	16	15	14	13	12	11	10	9	8	7	6	Total.
Glamorganshire	–	–	13	11	28	39	43	34	22	30	20	12	5	2	259
Denbighshire	–	2	5	8	10	17	16	7	4	7	4	–	–	–	80
Flintshire	–	–	–	1	6	6	10	7	6	13	8	4	–	–	61
Montgomeryshire	–	–	–	–	2	2	2	5	4	2	1	3	–	–	21
Herefordshire	1	1	4	11	23	25	21	24	17	13	7	2	–	–	150
Chester	–	1	6	3	12	11	4	6	3	–	1	–	–	–	47
Total	1	4	28	34	81	101	96	83	56	65	41	21	5	2	618

It will be seen that there are no pupils above the age of 20, as there are in the boys' schools, and that rather a larger proportion

of the children are above 15 or under eight; of the younger pupils 13 were boys; 130 of the pupils had been at the school more than four years, 48 of whom, however, were in the two Howell's schools; 179 had been less than one year; 317 of the pupils were boarders and 289 day scholars; the other 12 did not state which they were.

Time the pupils have remained at school.

Number of boarders and day scholars.

The papers set and the number of marks given for each question will be found in Appendix B, pp. 81 to 85.

Marks allotted to each subject.

The marks allotted to the different subjects, therefore, were:—

Dictation	50	Latin	150
English grammar	100	Italian	35
Geography	100	German	50
English history	100	Modern history	65
French	100	Algebra	100
Arithmetic	100	Euclid	100
Writing	50	Book-keeping	50
		Natural philosophy	120
		Natural science	105
Total morning paper	600	Total afternoon papers	875

The marks for the morning paper, therefore, were the same as for the boys; those for the afternoon papers seven-eighths of the number of marks given for the boys' afternoon papers.

I shall divide the private schools into those charging not less than 40 guineas a year for boarders, those charging more than 25 guineas a year and not more than 40 guineas a year, and those charging not more than 25 guineas a year for boarders, or four guineas a year for day scholars, and I shall call them for shortness higher, middle, and lower schools respectively. The following tables give the number of pupils learning the principal subjects, and may be compared with Tables 12 and 13 for boys:—

TABLE 29.

Number of girls learning each subject in each county.

	Total of girls in school.	French.	Latin.	Latin history.	German.	Modern history.	Music.	Book-keeping.	Natural philosophy.	Natural science.	Drawing.*
Glamorganshire	259	92	2	73	5	70	187	10	19	56	57
Denbighshire	80	44	–	12	–	10	56	–	2	3	29
Flintshire	61	11	–	–	–	–	21	–	–	–	–
Montgomeryshire	21	–	–	–	–	–	5	–	–	–	–
Herefordshire	150	62	7	33	5	27	103	4	6	21	25
Chester	28	28	10	17	6	11	28	–	2	2	14
Total	599	237	19	135	16	118	400	14	29	82	125

* The numbers for this subject are taken from the answers to the introductory questions in the afternoon paper. Neither algebra nor Italian are learnt at all, and Euclid only by two pupils.

Number of girls learning each subject at different ages.

TABLE 30.

	Total girls in schools.	French.	Latin history.	German.	Modern history.	Music.	Euclid.	Book-keeping.	Natural philosophy.	Natural science.	Drawing.
16 and above - -	64	45	31	3	23	49	-	2	8	20	28
15 - -	74	45	30	8	27	56	1	1	5	25	29
14 - -	97	47	35	4	28	70	1	5	6	14	19
13 - -	94	43	19	1	19	70	-	3	4	15	15
12 - -	81	27	10	-	10	50	-	2	3	7	16
11 - -	56	15	4	-	2	40	-	-	2	-	7
Under 11 - -	133	16	5	-	5	62	-	1	1	2	10
Total - -	599	239	134	16	117	397	2	14	29	83	124

The answers in natural philosophy and natural science were almost entirely either guesses or such as might be gained from any book of general information; it will be seen, therefore, that the only subjects taught to any considerable extent beyond those given in the morning paper are history, music, and drawing. The following table will give some idea of the time spent on music, drawing, and needlework:—

Time spent on music, drawing, and needlework.

TABLE 31.

	Music.	Drawing.	Plain work.	Fancy work.
No. of girls learning - - -	357	125	257	307
No. of girls spending more than six hours and less than 10 hours a week on the subject - - - -	213	7	55	58
No. of girls spending more than 10 hours a week on the subject - - -	15	-	21	20

The following tables give the average marks obtained by the pupils, and correspond to tables 16-20 for boys:—

Average marks obtained in the examination by girls of the ages of 13, 14, and 15.

TABLE 32.

		Endowed schools.	Higher private schools.	Middle private schools.	Lower private schools.
Number of schools in the class - -		2	5	9	21
No. of girls in such schools of the ages respectively - -	15	21	18	19	22
	14	22	12	15	43
	13	18	7	25	39

Full No. marks given for subject.	Subject.	Age.	Average marks obtained by each girl.	Average marks obtained by each girl.	Average marks obtained by each girl	Average marks obtained by each girl.
50	Dictation - -	15	38	31	26	29
		14	37	34	27	31
		13	33	26	29	29
100	English grammar -	15	28	35	18	17
		14	20	32	19	18
		13	15	8	17	17

Full No. of marks given for subject.	Subjects.	Age.	Average marks obtained by each girl.	Average marks obtained by each girl.	Average marks obtained by each girl.	Average marks obtained by each girl.
100	Geography	15	54	50	33	38
		14	46	50	39	32
		13	44	33	38	34
100	English History	15	44	38	28	23
		14	37	36	31	19
		13	42	15	27	18
100	French	15	37	36	19	9
		14	20	39	17	5
		13	13	2	18	7
100	Arithmetic	15	35	32	15	19
		14	22	29	26	19
		13	22	7	16	21
50	Writing	15	31	31	29	31
		14	31	30	31	31
		13	30	28	29	29
600	Total for the morning paper	15	267	252	168	166
		14	213	249	191	155
		13	200	120	174	154
150	Latin	15	17	15	4	1
		14	8	18	5	5
		13	7	16	4	2
50	German	15	5	8	0	0
		14	0	11	0	0
		13	0	0	0	0
65	Modern history	15	15	14	9	2
		14	8	16	9	3
		13	8	5	9	0
100	Music	15	34	35	25	18
		14	25	38	22	24
		13	29	52	23	21
100	Euclid	15	0	3	0	0
		14	0	2	0	0
		13	0	0	0	0
50	Book-keeping	15	1	0	0	0
		14	0	2	0	1
		13	0	0	1	0
120	Natural philosophy	15	1	2	1	1
		14	0	2	0	0
		13	0	0	4	0
105	Natural science	15	7	14	4	2
		14	2	5	5	0
		13	2	7	7	0
875	Total for afternoon paper	15	78	91	42	23
		14	45	96	42	32
		13	46	80	48	22
1475	Total marks obtained	15	345	343	210	189
		14	258	345	233	187
		13	246	200	222	176

Average marks obtained in the subjects of the afternoon paper by girls learning those subjects.

TABLE 33.

	Age of girls.	Endowed schools. No. of girls learning the subject.	Endowed schools. Average marks obtained.	Higher private schools. No. of girls learning the subject.	Higher private schools. Average marks obtained.	Middle private schools. No. of girls learning the subject.	Middle private schools. Average marks obtained.	Lower private schools. No. of girls learning the subject.	Lower private schools. Average marks obtained.
Latin	15	16	22	6	22	5	13	3	9
	14	10	17	6	24	6	12	13	15
	13	8	16	1	47	5	15.	4	14
German	15	3	32	3	23	–	–	–	–
	14	–	–	3	31	–	–	–	–
	13	–	–	–	–	–	–	–	–
Modern history	15	11	28	5	26	–	–	–	–
	14	8	22	4	33	5	29	6	10
	13	6	24	1	15	6	22	9	14
Music	15	19	38	6	52	8	22	0	–
	14	19	29	7	43	14	30	13	22
	13	20	27	3	19	12	26	29	37
Euclid	15	–	–	1	30	16	27	24	32
	14	–	–	1	20	–	–	–	–
	13	–	–	–	–	–	–	–	–
Book-keeping	15	1	20	–	–	–	–	–	–
	14	–	–	1	20	0	–	3	20
	13	–	–	–	–	1	20	–	–
Natural philosophy	15	1	20	1	20	1	20	1	20
	14	–	–	2	10	0	–	1	20
	13	–	–	–	–	3	27	–	–
Natural science	15	9	17	5	25	6	12	8	12
	14	3	18	2	21	6	12	1	15
	13	5	7	1	22	7	18	–	–

Average marks obtained in different schools.

TABLE 34.

Schools.		Average marks gained on morning paper. 15	14	13	Average marks gained on the afternoon paper. 15	14	13	Total average marks obtained. 15	14	13
Endowed schools	1	269	201	518	101	52	51	370	253	269
	2	266	223	160	44	39	22	310	262	182
Higher schools	3	181	–	121*	64	–	62	245	–	183
	4	191	245*	177	114	95	89	305	340	266
	5	301	259	–	94	77	–	395	336	–
	6	217	186	118	–	–	–	217	186	118
	7	343	388*	–	90	214	–	433	602	–
Middle schools	8	199*	165	192	45	54	52	244	219	244
	9	201	93*	177	95	55	62	296	150	239
	10	106*	157*	155	15	63	29	121	220	184
	11	179*	–	171	65	–	73	244	–	244
	12	215	221	235	29	30	30	244	251	265
	13	123	30*	143	30	–	22	153	39	165
	14	175	143	173	54	33	35	229	176	208
	15	155	318*	150	73	30	71	228	348	221
	16	120	311	228*	22	102	40	142	413	268
Lower schools	17	153	208	–	48	69	–	201	277	–
	18	335*	236*	–	65	0	–	400	236	–
	19	198	88	148	28	–	12	226	88	160
	20	268*	143	161	–	34	13	268	177	174
	21	–	129	102	–	25	20	–	154	122
	22	–	287*	263	–	–	52	–	287	315
	23	181*	232*	157*	40	80	5	221	312	162
	24	138	151	187	38	36	59	176	187	246
	25	123	–	96	3	–	7	126	–	103
	26	122	90*	66*	7	–	–	129	90	66
	27	–	222*	142*	–	45	–	–	267	142
	28	–	176*	212*	–	26	45	–	196	287
	29	–	154	101	–	70	27	–	224	128
	30	–	–	228	–	–	38	–	–	266
	31	–	–	85*	–	–	0	–	–	85
	32	–	136	–	–	12	–	–	148	–
	33	123	108	137		17	10	123	125	147
	34	–	151	203*	–	22	45	–	173	248
	35	191	117	168*	23	2	–	214	119	168

* In those schools there was only one pupil of the age so marked. The afternoon papers were not set to school 6.

TABLE 35.

Number of girls distinguishing themselves in the examination.

	No. of girls in the school over 12.	Percentage of girls obtaining 200 marks and less than 300 in the morning papers.	Percentage of girls obtaining at least 300 marks in the morning papers.	Percentage of girls obtaining more than 100 marks and less than 200 marks in the afternoon paper.	Percentage of girls obtaining at least 200 marks in the afternoon paper.
Endowed schools - - -	96	32·3	26	19·8	—
Higher private schools - -	58	44·8	15·5	25·9	1·7
Middle private schools - -	89	18	4·5	5·6	—
Lower private schools - -	172	18	3·5	6	—
Total - - -	415	25·1	10·6	9·6	·2

The following are the results classified according to counties:—

TABLE 36.

Results of the examination classified according to counties.

	No. of schools.	Morning paper.			Afternoon paper.			Total.		
		15	14	13	15	14	13	15	14	13
Glamorganshire - -	16	226	196	188	76	50	47	232	240	235
Denbighshire - -	3	254	204	160	39	40	17	293	244	177
Flintshire - - -	5	160	147	69	16	5	23	176	152	192
Herefordshire - -	8	186	158	49	39	38	27	225	196	176
Chester - - -	3	238	231	147	104	79	89	342	310	236
Montgomeryshire - -	2	122	156	104	7	22	0	129	178	104

The deficiency in parsing and numeration is, as may be supposed, even more marked in girls than in boys; only 33 obtained half-marks for the third question in English grammar, and only 148 answered the first question in arithmetic.

Preparatory schools.

There is another class of schools besides those already mentioned, namely, preparatory schools for children under the age of nine or ten; these sometimes receive boys only, and sometimes boys and girls; they are not numerous; I only know of five in my district, but there may have been some others, as I did not make any minute inquiries respecting them. I think such opinions as I could gather were favourable to these schools as a means of education for young boys. It is very difficult, however, to test them except by the opinions of the masters of the schools to which the boys subsequently go, the pupils being too young for a satisfactory examination. In the case of girls such schools have the disadvantage that they involve a change of school as the pupils grow up; in the case of boys this disadvantage is equally felt if they are sent, as they now usually are, to girls' schools. Most of the girls' schools in my district have some boys in them.

The prevailing opinion seemed to be that boys came, on the whole, better prepared from preparatory schools than from home; but that it depended upon the particular case and the nature of the home.

Boarding schools.

With respect to the arrangements and influence of boarding schools, apart from the question of the teaching which is given in them, my information is, I fear, necessarily imperfect. In such schools the moral is far more important than the intellectual training, and of such training I have, as I have before stated, been only able to form a very general opinion. The school buildings are, as may be supposed, of very various kinds, but usually, I think, sufficient for the actual necessities of teaching. In some places, however, there is a great difficulty in obtaining suitable premises. Thus in that part of Cardiff which is near the docks, there was, when I went there, no school having a better schoolroom than the drawing-room of an ordinary house, and the boys were in many cases much crowded, and the ventilation unsatisfactory. Since then one school has obtained better premises, which were in preparation when I was there; but there will probably be always a difficulty in getting really good premises where land is so valuable. In some other places I have met with the same difficulty, though in a less degree. Very few private middle-class schools, however, have in their premises all the conveniences that are desirable for a school, since the masters are seldom able to build for themselves, and are therefore dependant upon the houses which happen to exist in the neighbourhood in which they wish to open their schools. There is less difficulty in the case of girls' schools, on account of their being usually smaller. The school fittings are seldom in first-rate order, though in most cases sufficient for practical purposes. It was suggested to me, however, by one master, and I think with reason, that it is only when the fittings are themselves really good and in thorough repair, that the boys can be expected to abstain from marking or injuring them, and can be thus taught habits of care and order. The moral influence of a well-ordered and well-kept schoolroom is, I think, an important consideration, which is too often neglected. Very few schools have separate class-rooms or other such accommodation. The bed-rooms are usually sufficient, though in some cases more crowded than in others. The elder boys are generally provided with separate beds, though in a few cheap schools this is not the case. In endowed schools, with one exception, all the boys have separate beds. In the private schools from which I have returns 4 do and 10 do not have separate beds for all the boys. In girls' schools it is much less usual for the pupils to have separate beds; out of 20 schools which have returned answers to the questions on that subject only six have answered in the affirmative. I am told that the girls, and very often the parents also, object to separate beds; and one mistress told me that she had at first fitted up her rooms with single beds, but was obliged to alter them, because the pupils sleeping alone was in so many instances objected to by their friends.

Insufficiency of school buildings.

Separate beds for the pupils, where provided.

Means of keeping order in the bed-rooms.

Very various opinions have been expressed to me as to the best means of keeping order among boys in their bed-rooms, and from what I have seen and heard I believe it depends on the habits and character of the master what regulations are best. Most

masters prefer rooms of moderate size, containing from four to eight beds each, and the eldest boy in the room is then generally expected to be in some degree responsible for the behaviour of the others. In some schools it is usual to question the boys as to their observance of certain rules. There would appear, however, to be a danger lest this, unless carefully watched, should lead to habits of systematic falsehood. One or two masters have spoken strongly in favour of large dormitories divided into separate cubicles. This is probably the most perfect system, if the master has such control over the boys as to be able to insure their not leaving their cubicles after they have once retired to bed. Unless this can be done there are more likely to be objectionable habits formed under that system than when several boys being in the same room form some sort of check on each other's conduct. Large dormitories, however, would seldom be possible except in endowed schools, from the want of suitable buildings. In some schools absolute silence is enjoined after the boys retire to rest; but this is, I think, not the case in the best schools.

Large dormitories.

Most schools have some sort of playground, though in some cases a piece of open public ground near the school is made to answer the purpose. In towns, however, the playgrounds are sometimes very small. The want is the more felt as the boys cannot, as in the country districts, make the neighbouring fields supply the place of a playground. In girls' schools there is usually a garden in which the pupils walk and play; but not usually a playground in the strict sense of the word. They do not seem for the most part to have many outdoor games; but indoors dancing forms an almost universally favourite amusement.

Playgrounds.

One very important part of the school arrangements seems to me to be the library. Most endowed schools possess something of the kind, but many private schools do not possess any. There is a difference of opinion among the masters as to whether it is desirable for boys to read much during the time they are at school. Some masters think that the time which is not devoted to study ought to be spent in bodily exercise, or some other complete change of occupation. On the Sunday, however, at any rate, it seems very desirable that the boys should have books to read; and in schools where they have no library the boys either bring books with them from home, or are lent them by the masters; but a school library accomplishes the object more satisfactorily. In the Howell school at Denbigh the mistress told me that she found great difficulty in affording the children occupation on Sunday, owing to their having no library. It may be questioned, I think, whether some provision ought not to be made in school education for the formation of a habit of reading, since the value of such a habit in after life is so great, and whether some sacrifice of the stricter school studies might not be well made, if necessary, for such an important object.

School library.

It is not unusual for boys to lodge in a town where there is a good school and attend it as day scholars in order to save the expense of boarding. This is especially the case at some endowed

Practice of boys lodging by themselves.

schools such as Llanrwst and Monmouth, but it is true of some private schools also. This would appear to be as objectionable a system as possible, and ought not, I think, to be allowed in the case of any endowed school; the boys are under no control when out of school, and having usually only one little room, they wander about the streets as much as possible, while in many cases the lodgings themselves, being only chosen for cheapness, are barely respectable. All the masters agree in condemning the practice most strongly, and at Ruthin the head-master refused to take boys unless living either with their relatives or with one of the masters, and I think most reasonably, though probably he had no legal right to refuse to receive any boys who were living in the town. Special regulations with respect to this ought, I think, to be introduced into the schemes granted to grammar schools by the Court of Chancery, but if so, it will be necessary to provide some cheap means of boarding in connexion with the schools.

Punishments. The punishments in use in boys' schools are mainly three—caning, impositions, and the loss of marks. Corporal punishment has almost entirely ceased as a usual punishment, and though few masters say that they never use the cane, most reserve it for extreme cases, not using it above once or twice in a year. In one or two schools, however, it is still used as an ordinary punishment, and certainly in the only case which I had special opportunities of observing, without lessening the respect or affection of the boys for their master. Corporal punishment was not used in any of the girls' schools which came within the terms of the Commission; its place seems to be taken by a punishment not used in boys schools, viz. sending the pupils to bed. This I am told, under proper management, can be made a very severe punishment, though usually it is little more than a disgrace and disappointment. One or two mistresses seemed to think it unwholesome, but I cannot see that it need be so, certainly not so much so as extra work.

Impositions which are, perhaps, the most universal form of punishment, are open to several objections. If the school work is sufficiently hard, any considerable addition of impositions becomes unwholesome, involving the loss of necessary exercise and recreation. An idle boy, too, is apt to receive several impositions successively till it becomes impossible for him to do them. After a boy has been punished he needs especially all his energies and powers of work to enable him to make a fresh start and recover his position, but if the punishment has been an imposition he comes to his ordinary work tired, and is likely to fail again in it. Lastly, the impositions too often cause the subjects he is learning to be associated in a boy's mind with all that is disagreeable and evil so as to make him dislike learning instead of the contrary. I have met with one or two girls' schools where the contrary practice was tried and the punishment consisted in enforced idleness, the pupils being taught to regard work as a privilege. There can be no doubt that enforced idleness can be made as severe a punishment as any,

being in fact the severest used in prisons, and I think it is well worth consideration and trial. It is, however, difficult to use it as a punishment for slight offences, as to many boys idleness for a short time would be a pleasure, and a long suspension of employment could only be used occasionally. It is difficult, too, to find the means of separate confinement which are practically required if several pupils require to be punished at once. In schools where marks are given daily and prizes in accordance with them, the loss of marks is the usual punishment for defective preparation; it is apt, however, to have little effect upon the idler boys, who having no chance of a prize care little for the marks. In girls' schools a system of marks, if well arranged, is, I think, usually very effective, girls being more susceptible to praise and blame and the disgrace implied in losing marks affording usually the necessary restraint. Many mistresses told me that their pupils never required punishment, and that to express displeasure at their conduct was all that was ever required. I must confess to extreme incredulity as to such statements, and I believe that punishments are much the same in girls' schools as boys' schools, except that as I have said above, sending the pupils to bed is substituted for corporal punishment, and that punishments which are expressive of disgrace as well as the corresponding rewards are more effective, partly from the fact that the schools are smaller, and partly from the difference of character in boys and girls above mentioned.

Rewards.

The systems of rewards differ, of course, widely. In the lower middle class schools the system of prize-giving has in many cases been given up on account of the jealousy it occasions among the children and the dissatisfaction on the part of the parents of the children who do not obtain them. In a few cases the difficulty is got over by giving some reward annually to every child. When prizes are given the usual practice is to give marks for each lesson daily, and then to give prizes to those who obtain most marks in the half year. In many schools there is also an annual examination, the marks obtained at which are added on to the marks obtained for the daily work during the year. Very few schools, I think, give prizes for success in the examination alone. In one or two large schools there are a double set of prizes, one awarded according to the daily marks, and one according to the result of the examination. The system of marking is occasionally very elaborate; thus in one school the boys received a mark for every sum they did, and were allowed to do as many as they liked out of school hours; the result was, that the first boys did an immense number of sums as extra work, and the arithmetic was very good, though rather to the neglect of other subjects. The system of allowing boys to obtain marks by extra work I met with also, elsewhere, and it tends to teach boys to work for their own pleasure and not only because they are obliged; there is a danger perhaps, however, of its leading to overwork. In some schools the masters adopt the plan either instead of or as well as prizes, of sending home monthly reports to the parents, containing the marks

obtained by the boys and their position in the school, and the plan seemed to work well. It is not, however, I think, adopted in many schools.

Holidays. The amount of holidays given is greater in endowed schools than in private schools. The average number of weeks during which the pupils are in school, being according to the answers I have received, 40 for endowed schools and 42 for private schools. It is less for cheap schools than for those of a higher class, the number of weeks in school being on an average 43 in the lower class schools and in some instances reaching 46 or 47. As a rule the masters like long holidays and the parents short ones. The parents of the lower middle class especially object to long holidays, partly, I think, from a wish to obtain as much teaching as possible for their money, and partly because they have less accommodation for their children and less means of providing amusement for them when at home. The reason that endowed schools give longer holidays may be partly that they are less dependant on the wishes of the parents, but is mainly, I think, the remnant of old customs, and points to the fact that holidays are diminishing and not increasing. In Ruthin School it has been always the habit to give three half-holidays in the week, but the present master intends to reduce them to two. Most teachers say that much time is spent in recovering the ground lost during the vacation and getting the pupils into steady habits of work. In day-schools it is difficult to say why such interruptions to habits of work should be allowed, but in the case of boarding schools, parents would hardly consent to be separated entirely from their children, and, probably, would not agree to any great curtailment of the holidays, at any rate in summer. Considerable difficulty is felt with respect to the best time of giving holidays. Parents usually like to take their children with them to the sea-side when they go there, which is often later than the time when holidays are now usually given, and they often keep their children from school during the Michaelmas quarter for that reason; so also the farmers often want their children at home during harvest time to help them. One or two schools, but only one or two, adopt, consequently, a later time for the holidays, viz., August. Most masters are of opinion that this time is even more inconvenient, as those farmers who do not need their children to help them are so busy at that time that they cannot take them to the sea-side or attend to them if at home. The general opinion of the masters appeared to be that the earlier time was usually preferred by the parents.

Schools of Art. Before proceeding to the last subject for consideration, viz., the endowments existing in my district, I may say a word or two as to the Schools of Art in it. These are not used by other schools as a means of teaching the boys drawing, but are valued as a means of bringing into the neighbourhood a good teacher who can go to the different schools to teach them. It seems to be considered that the boys are not likely to work so well when away from the school and not under the eye of their master. I should think

it probable that the great spread in drawing as a subject of education is in some degree the result of the existence of Schools of Art. The examinations and prizes awarded by the Society of Arts have done much towards the same end. It is, I think, a question worthy of consideration whether a similar means might not be used for extending the teaching of science in schools. It is, as I have said, at present difficult to teach chemistry and other sciences practically in schools on account of the expense, and yet it would seem desirable, especially in certain districts, such as Swansea, that such teaching should exist. If a central laboratory were established under an efficient teacher, I think, from what the masters stated to me, they would avail themselves of it and send some of their boys to learn science practically while the existence of such a teacher in the town would, I have no doubt, lead to an effort to have the subject taught in some of the larger schools. At Swansea there is an institution to which a laboratory was formerly attached which is now used for the purposes of the School of Art; but I have little doubt that either there or elsewhere accommodation could be obtained for a laboratory if any system of teaching science similar to that now carried out with respect to art were adopted by the government.

Means of teaching science.

The question of endowments may be considered under two heads—those that were left for purposes of education, and those that have been left for other charitable objects. There are in my district 17 existing grammar schools, viz., those at Cowbridge and Swansea, in Glamorganshire; Denbigh, Llanrwst, Ruabon, Ruthin, and Wrexham, in Denbighshire; Hawarden, Holywell, and St. Asaph, in Flint; Deythur, in Montgomeryshire; Bromyard, Hereford, Kington, and Lucton, in Herefordshire, and those at Chester and Monmouth. There are also two endowed girls' schools, viz., the Howell schools at Llandaff and Denbigh. Besides these there are no fewer than nine towns and villages in Herefordshire where there are endowments which were originally intended to support grammar schools, but which, being inadequate for that purpose, are now paid to the National schools in those places. It will have been seen from the preceding report that the actual state of these grammar schools is very various, and I leave for my special report on each school the notice of their special peculiarities, and confine myself to pointing out some general principles which may be deduced from them. First, then, it may be well to recall the special educational wants that need to be supplied. They are, I think, mainly three—a school in each town for those parents who cannot afford to send their children to a boarding school; means of education for the children of farmers and others in the country who have no day school near them, and who cannot themselves well afford the expense of a boarding school; and a means of education for orphans or others who from exceptional circumstances are unable to pay the ordinary expense of an education such as their position in society entitles them to. To effect the first purpose was the main intention with which many of the endowments were left, and it would seem as if some small endowments were necessary to accomplish it. Small country towns do not usually offer a sufficiently

Endowments.

Present educational deficiencies.

attractive sphere to induce a good master to settle down in them unless there is some small endowment to counterbalance the superior advantages of other places. There are several towns in my district in which there are no grammar schools, in which there are no private schools either; Llangollen and Leominster may be mentioned as instances. I think that the existence of a grammar school in a town, unless it be a very small town, is favourable rather than otherwise to the existence of private schools, because it awakens an interest in education which induces parents to wish to send their children to some school who would otherwise leave them uneducated, or at most send them to the national school. Thus, of the five principal towns in Herefordshire, viz., Hereford, Kington, Ledbury, Leominster, and Ross, the two first alone have more than one school, they being the two that have grammar schools, and Leominster also, when its grammar school was in existence, had a good private school also. Now its grammar school has ceased to exist, and the private school too. At Llangollen there is now a ladies' school, and the mistress told me that when she first came hardly any of the farmers or tradespeople seemed to take any interest in the education of their children, and she had few pupils. The existence of her school seems gradually to have awakened an interest in education, and now she has many more pupils, while others of the children are sent away to school. I do not think, therefore, that a badly managed grammar school does actual harm, by keeping out private schools without supplying their place; while the advantage of a really well-managed school with a good master can hardly be over estimated. The best form of endowment for the above purpose is probably good buildings. Really good premises, with a small endowment for which a few boys may be taught free, is quite sufficient to render a town a desirable place for a master to settle in, and to insure the existence of a school in the town. A fixed stipend without buildings is very apt to lead the master to become careless of his school, thinking the stipend without work more valuable than an increased income obtained from a more flourishing school, which would entail constant labour. Kington grammar school is an instance of an endowment working in that way.

Endowed schools no injury to private schools.

Best form of endowment.

There are many schools, however, having large endowments, such as Monmouth, Hereford, Swansea, &c., and a question arises as to the effect which they produce. At present the endowments are used to cheapen the education of boys of the upper middle class either by enabling the school to give a better education at a given rate or affording the boys scholarships by which they pay for a longer education. It may be questioned whether in either case much advantage is gained. Persons of the upper middle-class can as a rule well afford to pay for any education that their boys need, and it can hardly have been the intention of founders of grammar schools to relieve them of expense. The advantages possessed by grammar schools do, I think, tell injuriously against private schools, few existing in my district of the same class as these upper grammar schools, while they are not required

Large endowments.

to show to persons of that position in society the necessity of providing an education for their sons. It can hardly be doubted that their place would be supplied by private or proprietary schools if they did not exist. Little guidance as to the employment of the endowments can be obtained from the intentions of the founders on account of the change of circumstances. In the days when the schools were founded it was difficult, if not impossible, to obtain an education in anyway unless there was a school in the neighbourhood. Now, to the upper middle-class the distance of the school has become almost a matter of indifference, and most boys are sent to boarding schools at a distance from their homes. It would seem, therefore, as if these endowments might be used with advantage to supply the second educational want above mentioned; yet no systematic attempt has been made, as far as I am aware, in my district to employ the endowments for the aid of the small farmers and others of the lower middle-class living in the country with no schools in their immediate neighbourhood.

Education of farmers' sons at national schools.

A strong opinion was expressed to me by the late Dean of Hereford that the sons of farmers should be educated at the National schools in their neighbourhood, paying at a higher rate than the other children so that their education should not be a charitable one. He thought that the schools themselves would be thus improved and the other children benefited, and that the farmers' sons would receive a more satisfactory education than in any other way. I do not think that this opinion is a very general one, and there seem to be several practical difficulties which it might be difficult to overcome. There is a growing wish among the clergy to have a school in every parish, and this renders the schools too small to be adequate for the sort of education that would be required under the above system. The farmers do not like their sons receiving their education together with the sons of their labourers, and though this objection might be overcome if the schools were very good ones, it would require far more attention and pains than is usually bestowed on such schools to render them sufficiently attractive to overcome it. There is also a feeling that it is more respectable for their sons to be educated at least in part at a private school, which induces farmers for the most part to prefer sending them to one. I do not think, therefore, that national schools are likely, in fact, to supply the want I have above referred to.

Employment of the endowments to establish cheap boarding schools.

If large cheap boarding schools were opened with these endowments it might indeed interfere somewhat with the existing private boarding schools for the same class, but I cannot but think a great benefit would be confered upon the boys themselves. It would probably be necessary to place the admission of boys under certain restrictions, giving perhaps to a committee the power of admitting them to the school at the reduced rate, and requiring them to prove that they belonged to the class for which the school was intended. About 22*l.* a year appears to be the lowest sum at which boarders can be made to pay, and even then it is hardly possible to provide such teachers as are desirable for their education. A school which should receive 100 farmers' boys at 12*l.* a

year would confer, I believe, a great benefit on the class if the admission of boys were properly conducted. The third class whom I have referred to above as needing help are already partially provided for at some grammar schools, a certain number of boys having a right to a free education, and fit candidates being selected by the trustees of the school.

Difficulty arising from the masters and trustees.

Some difficulty would probably arise in applying the endowments of grammar schools to the education of the sons of the lower middle class from the not unnatural wish of the masters and trustees to render their schools as well known and high-class schools as possible, and the opposition which they would therefore offer to any such scheme. The difficulty might perhaps be met by having an upper and lower school under the same management. Many masters have complained to me of the difficulty that they find arising from the presence in their school of a few boys who from natural dullness, idleness, or imperfect early education are unable to keep pace with the rest, and who would be far better taught in a lower class of school; on the other hand, in every commercial school there are some boys whose special aptitude entitles them to a high-class education. A combination of two schools under one head would, in the opinion of some masters that I have spoken to, greatly lessen the difficulty, but as there is no example in my district of such a double school on any considerable scale I cannot support this opinion by facts. If such double schools do not answer, I think, for the reasons above-mentioned, that the endowments should be used for lower, not upper, middle-class schools.

The Howell schools.

The only schools in which endowments are applied in a manner at all resembling that which I suggest are the Howell schools for girls. These afford, in the first place, a perfectly free education to 55 orphans, who are selected by the committees of local governors who manage the schools, consisting of the principal gentlemen of the neighbourhood. To these orphans board and clothing is given free as well as education, and they remain at the schools till they are 17 or 18, at the discretion of the local governors. Besides these there are 60 other pupils to whom a free education is given, but who pay for their board and clothing; they are also selected by the local governors but are not necessarily orphans. They are selected as far as possible from applicants whose parents are gentlemen or professional men, but who are not able without help to give their daughters a really good education. There are also a certain number of day pupils admitted to the school who pay for their education, though at a rate hardly equivalent to its actual value. Even these schools, however, though affording help to those only by whom it is needed do not meet the wants of the lower middle class, though they do in some measure those of professional men residing in country districts. They afford an instance, however, of a boarding school being offered at less than a remunerative price to those who would not otherwise obtain a good education for their children. It may be questioned whether it is wise to confine schools entirely to those receiving aid from the endowments, and whether boarders paying remunerating

terms, as well as day scholars, might not be advantageously added to the Howell schools as they often are to grammar schools, so as to introduce into the schools more of the ordinary motives which influence mistresses and pupils, and to lessen the constant feeling among the latter that they are receiving a charitable education.

The difficulty in confining endowments to those who really need them arises partly from the danger of an improper selection of objects of the charity and the suspicion that is always likely to attach to those who are electors, that they are unduly biassed, and secondly from the unwillingness that would exist in the case of many parents to receive such charitable aid. These difficulties, however, do not seem to have materially interfered with the working of the Howell schools, and might, I think, be overcome, especially if a competitive examination formed one of the means of selecting those who should be admitted on the foundation.

Scholarships.

One of the most common uses to which endowments are now put is the granting scholarships tenable at the universities. In all the schools whose revenues are increasing this is one of the objects to which the trustees seek to apply them. Such an application of the revenues of a school seems, however, to be inconsistent with the opinions expressed by the University Commissioners when reforming the colleges at Oxford and Cambridge. They as far as possible threw open scholarships which had been previously attached to particular schools, considering such restrictions unadvisable and a remarkable instance occurred in the case of Cowbridge grammar school, the scholarships attached to which were all thrown open leaving this, which is one of the most important grammar schools in my district practically unendowed. That the Commissioners were right in supposing that the scholarships were more valuable to the cause of general education if open to all comers than when attached to a particular school, there can, I should think, be little question. In several schools the scholarships are sufficiently numerous to render any boy who wishes to go to the University practically assured of one even without distinguishing himself, and thus the incentive to work is greatly lessened: by affording an attraction to the school independent of the education offered they also lessen the incentive to the masters to render that education as good as possible. It seems inconsistent with the above to establish fresh scholarships to be held at the universities attached to particular schools. On the other hand it is said, with much force by those interested in particular schools, that it is impossible for them to compete with other schools which have scholarships if they have none, and that, as long as other schools have them they must likewise. It would be well if some general principles could be laid down for the regulation of this subject. It is sufficient for me here to point out the broad fact, that while Cowbridge and some other schools have been deprived of their ancient scholarships, Swansea, Monmouth, and others are seeking to establish new ones.

It has been proposed in some instances to give scholarships to be held by boys while at the school, and to offer such scholarships for

competition to boys educated in the surrounding National schools, so that any boy of the working classes of special ability might be able to obtain a higher education. This has not, I think, been tried to any great extent; it was tried for a time at Ruabon grammar school, but without much success, the National schoolmasters being unwilling to part with their best boys, as they needed their help as pupil teachers, &c., and the boys themselves being unable to remain at school for any additional time without earning anything. It has been said, and I think truly, that if such scholarships were given they should be of such an amount as would be equal to the probable earnings of the boys if at work, and not merely amount to a free education. The opponents of such a system say that by giving to children a better education than that which their parents are able to afford, you render them unfit for the position which their parents occupy, while you do not provide them with the means of obtaining employment in the higher sphere of life for which their education would fit them. In the Howell school at Llandaff, some girls of the lower middle class were at first admitted; but this has been discontinued. Where, as at that school, the education includes all the accomplishments, and the mode of living includes all the comforts of a high-class school, such girls are often rendered dissatisfied with their homes and unfit for the mode of life to which their family circumstances necessarily call them. I think this danger, though doubtless often exaggerated, should be taken account of in determining the mode in which endowments should be employed, and that if an education is given to the children much above that usually obtained by the class of society to which their parents belong, some means should be at the same time provided for placing them in positions in which that education will be practically available to them.

Unsatisfactory nature of the schemes for endowed schools.

Swansea grammar school.

In accordance with my instructions I have examined the various schemes under which the schools are now conducted, and have been led to the conclusion that they are often very unsatisfactory, and that some improvement is required in the way in which they are prepared. Thus in the scheme for Swansea grammar school, which was granted in 1850, it is provided that up to the number of 20 all sons of poor freemen or burgesses of Swansea, who may be admitted to the school, shall receive their education free of any charge whatever. Yet no means are provided for selecting the 20 who are to receive a free education, if more than 20 (as is the case) are in the school. So also the maximum payment is fixed by the scheme at 2*s.* 6*d.* a week, which proved wholly insufficient, and eight guineas a year has been habitually charged in defiance of the scheme. Again, it is provided that in case the minerals under the trust property are worked, the whole profits shall be invested and only the income used, though as it is probable that the minerals which are now being worked will not be exhausted for 50 or 100 years, the school will thus have a very small income for the first half of that period, and a very large one for the remainder. Again in the scheme for the Howell schools, sanctioned by the Court of Chancery in 1853, provision is made

The Howell schools.

for an education of the highest class, including all the accomplishments, being given to the pupils, while the buildings and fittings are of the most perfect kind, yet the scheme provided that day scholars should be admitted who should not pay more than 6*d.* a week, and a doubt was thus raised whether the school was not intended for children of the lowest class, till on a recent application to the Court of Chancery the maximum has been raised to 2*l.* a quarter. Again, in the scheme for the grammar school at Llanrwst it is provided that the master shall not take more than 12 boarders, and that day scholars shall pay only two guineas a year. The village of Llanrwst is not large enough to support a large day school; and, as the master stated to me with great force, if he charged high terms for his boarders, and had sons of gentlemen, they objected to associate with boys of the class that came as day boys, the terms being so low, while if he charged lower terms, and received the sons of farmers, which would probably be of most use in that neighbourhood, it was impossible to make the school answer with so small a number of boarders. The restriction in number also encourages the practice of boys coming to lodge in the village to attend the school, on which I have animadverted above. It would appear that the schemes need the supervision of persons practically acquainted with the educational questions of the day. It would be a great boon also if slight modifications of the scheme which are rendered desirable by the varying character of the master or circumstances of the school, could be made as easily and at as little expense as possible.

Llanrwst grammar school.

One point on which there is some difference in different schools, and on which I have heard strong opinions expressed, is as to the mode of appointment of the second or other masters in the schools. The appointment of the second master is very frequently vested in the same body as elect the head master, though in some instances the head master has a right to appoint all the rest. I think the opinion is almost universal that the latter is preferable. The existence of two distinct authorities in a school is likely to injure its discipline, and to lead to discord and discomfort. It is not only necessary that the masters should be good and able men, but that their dispositions should be suited to one another if the school is to work well, and this it is impossible to obtain with any certainty if their appointments are independent of one another. Serious difficulties have occurred at the Howell school, Denbigh, mainly from this cause, and very many instances have been pointed out to me where difficulties have arisen in a similar manner, or have only been avoided by the greatest forbearance and care on all sides. The only advantage that I know of obtained by the separate appointment of the masters is that they form to some extent a check upon one another if the head master is incompetent; but such incompetence may be better provided for by external checks than by the introduction of contradictory elements into the internal management of the school.

Mode of appointing masters.

One fact that must strike anyone on looking into the history of endowments, is that any which have been left in the form of a

Mode of investing funds.

fixed annual sum of money become in the course of years utterly inadequate for the purpose for which they are intended, while those which were left in the form of land continue equally sufficient, or even increase in amount. This is of course the necessary consequence of the fact, that the value of money is for ever diminishing in relation to other objects. A good illustration is found in the early grammar schools of Herefordshire above referred to, or in the Cowbridge grammar school, the founder of which intended to endow it richly, and leaving land for that purpose to Jesus College, Oxford, directed that 20*l.* a year should be paid to the head-master, and that the surplus should be employed in increasing the college fellowships so as to make them about the same amount: the mastership still continues worth 20*l.* a year, while the fellowships are worth several hundreds. Notwithstanding this fact, it has become usual to invest trust property in the funds, rendering it certain that the income will by degrees become wholly insufficient for the objects for which it is now employed. The advantage of handing down endowments to posterity may be an open question, but it ought to be distinctly understood that, by investing them in a form in which their value steadily diminishes, their disappearance is as certainly secured as if part of the principal was spent annually as income. The form of investment which has proved most beneficial in times past, in my district, has been an investment in land *near* the school, because then, if from the discovery of mines or other causes the population has largely increased, the value of the land has increased with it, and a means thus been afforded of supplying the increased demand for education.

Applicability of endowments to national schools.

I ought perhaps to notice a suggestion that has been made with respect to the endowments belonging to the Howell Schools and some others; viz., that they ought to be employed in the support of National schools, or schools of that class, so as to relieve the consolidated fund. From an exactly similar feeling trustees were in the habit, some years back, of applying the money left in various parishes for the relief of the poor, to the reduction of the poors rate. This is now, however, held to have been a misappropriation of the funds, and the trustees have been greatly blamed for having applied them to that purpose, which, as has been truly said, makes them beneficial to the class who possess property, and not to the poor. The very same arguments show the impropriety of applying any funds left to improve the education of the poor, to the relief of the consolidated fund. Such an application of the endowments does not benefit education, but only relieves the tax-payers. Whatever else may be a legitimate use of them, that cannot be if the principle of endowments at all be admitted.

Help which might be rendered by an annual examiner in effecting improvements.

I have been frequently asked, during the course of my inquiries, for my advice and assistance in improving the condition of the endowed schools. It is often the case that beneficial reforms are neglected, from its being nobody's business to commence them. Thus at St. Asaph new school buildings are very greatly needed, but there seems to be a difficulty in getting anyone to move in the matter. Should any system of annual examination

or inspection of grammar schools be adopted, I think one great benefit that would accrue would be that there would then be always some one who could suggest and set on foot the various necessary improvements without exciting the jealousy which is apt to exist between parties residing in the neighbourhood of the school, if one of them commences any such reforms.

Endowments not for purposes of education.

With respect to endowments not specifically devoted to educational purposes I have little to say, as I think there are none in my district which would be applicable to the education of any but the working classes.

Doles.

There are very considerable sums spent annually in doles to the poor with apparently very little benefit to them; the jealousies and heartburnings, and dissatisfaction that they cause probably counterbalancing the good that they do. Many clergymen, I believe, wish that there were none such in their parishes. It would be impossible, however, to divert the money to other purposes without causing greater dissatisfaction. In many cases the recipients were originally bound to attend church; but this is in many places now being altered, being found only to encourage hypocrisy and formalism. At Holywell, however, a large sum of money has recently been given to the parish, the interest to be bestowed on poor persons who regularly attend church and *receive the Holy Communion.* The evils such a condition is likely to produce will, I should think, hardly be compensated by the good, if any, which the money may do.

Baker Charity.

The only large charities which I need specially notice are the Baker Charity, at Ross, and the Jervis Charity. The former now amounts to 800*l.*, a year and is of quite recent origin, having been left by will in 1836. It is spent in small sums, which serve to keep the recipients just above parish relief. There is a difference of opinion as to whether it really does any good, but it certainly does not seem to be doing harm. There are other good schools for the poorer classes already in the town, and it would be entirely setting aside the objects of the testator to apply it to the foundation of a grammar school, which might otherwise be desirable.

Jervis Charity.

The Jervis Charity is one of large amount, and to which attention has often been directed. It was left in 1790, for the benefit of the poor inhabitants of the three parishes of Stanton-upon-Wyé, Bredwardine, and Letton in Herefordshire. The only restriction as to its application contained in the will was that none of it should be spent on building. A scheme having been settled by the Court of Chancery for its distribution in food, clothing, medicine, &c., it was soon found that it attracted into the parishes all the vagabonds of the county, and produced the greatest idleness and demoralizaton, the only persons benefited being the landlords, the rents in the three parishes being higher, and the wages considerably lower, than in the rest of the county. A new scheme was adopted, by which a large sum was expended in building schools, including one for boarders, and no one is permitted to share in the benefits of the charity unless he has resided five years in one of the parishes, and is of unblemished character. The charity now amounts to about

2,400*l.* a year, of which 500*l.* is given away in food, clothing, &c., to the poor, and the rest is expended on salaries to the officers, on the schools, and on medicine and food for the sick. All the children at the schools are clothed from 7 to 14 years of age. They are about 130 in number. The new scheme works much better than the former one, though many still think that the charity does injury, and few, I believe, would consider that it does much good. The boarding-school, which would accommodate 60 children, has never been opened, the funds being after all insufficient for that purpose, and when I visited it the large building was standing empty and unused, except in those parts where the day-school is held. It would be difficult to conceive a more striking instance of the failure of the express wishes of a testator, the waste of money in building he so specially endeavoured to provide against being the very thing that has happened. There can, I think, be little doubt that the suggestions of the late Dean of Hereford should have been adopted, and the charity thrown open to the whole of Herefordshire, which would have been a less departure from the wishes of the testator than employing it for the one purpose which he had forbidden. If spread over a large area it might be the means of effecting much good. In no case, however, probably would it have been employed for purposes coming within the terms of the present Commission.

Conclusions to be derived from the report.

I venture, then, in conclusion, to summarise the principal suggestions that seem to arise from the facts and opinions in the foregoing report.

1st. Endowments should be made available for the lower instead of the upper middle classes, especially by providing a good day-school in every town, and cheap boarding-schools for the sons of small farmers, &c.

2nd. Opportunities should be offered to all masters and mistresses of having their whole schools examined and reported upon annually by competent examiners.

3rd. The subjects and methods of education in girls' schools should be modified.

4th. Means should be provided for training masters in the art of teaching.

5th. Examinations should be established or other opportunities afforded to mistresses of proving their proficiency in different branches of knowledge.

6th. All possible means should be adopted to stir up the parents to take more interest in the education of their children, and to induce them to send their children to school with more regularity.

I remain, my Lords and Gentlemen,

Your obedient servant,

HENRY M. BOMPAS.

APPENDIX.

APPENDIX (A.)

MORNING PAPER. ELEMENTARY QUESTIONS. FOR BOYS. The papers set.

Introductory.

1. What is your name?
2. What is your age?
3. What school do you attend?
4. Are you a boarder or a day scholar?
5. How long have you been at the school?

English Grammar.

1. Write down the passage read by the examiner?

The following was the passage read:—I thought that their house was in London, but I find that it is not there, but still farther off. They hunted the red deer in the forest, and coursed the hares over the plain. The besieging army made fresh parallels and recommenced the attack. He could not separate the chaotic mass of miscellaneous articles. He was amiable, and his habits and manners were agreeable, but he was haughty and conceited; and while he inveighed against the foibles of others without reference to the occurrences which led to their actions, and refused to listen when they solicited his forbearance, his conscience permitted him, notwithstanding, to indulge in all the artifices of diplomacy.

2. Write down the perfect and past participle of each of the following verbs, (1.) *to hate*, (2.) *to lie down*, (3.) *to slay*.
3. Parse the following sentence, *What reason have you for saying that?*

Geography.

1. What are the names of the capitals of (1.) Ireland and (2.) Russia? 10
2. Mention the names of any two towns in Kent. 10
3. What is an isthmus? 5

English History.

1. When did William the Conqueror come to England? and who were the next two kings of England? 8
2. In whose reign did the House of Commons first meet? 8
3. When and between what nations was the battle of Crecy fought? 8

French.

1. Write down the present tense of *avoir*. 10
2. Translate into English, *Son père a deux filles.* 10
3. Translate into French, *The mother of the child is beautiful.* 10

Arithmetic.

1. Write down in figures the number *Ten million fifty-one thousand and twenty.* 8
2. Subtract 2734 from 4381. 4
3. Divide 95142 by 471. 8
4. What will 17,412 yards of cloth cost at 11*s.* 2*d.* per yard? 10

Further Questions.

English Grammar.

4. Are the verbs in the following sentences active, passive, or neuter? (1.) *He lived a life of self-sacrifice.* (2.) *The battle was won by his courage.* (3.) *The clock was striking twelve.* 15
5. Write out the following sentence with all the mistakes in grammar corrected. *If James hat or coat was stole, who could I persuade to give him new ones.* 15
6. Analyse the following sentence:—

The daisy by the shadow that it casts,
Protects the lingering dewdrop from the sun. 30

English History.

4. Who were the first four sovereigns after the Commonwealth? And what was their relationship to each other? 16
5. In whose reign was the Bill of Rights passed? Mention any three of its provisions. 16
6. When was the battle of Blenheim fought?—And what nations took part in it? 12
7. When did (1.) Caxton and (2.) Richard Hooker live? And for what were they remarkable? 16
8. Which of the following adjectives do you consider applicable to (1.) King John (2.) King Charles II.?—*Luxurious, cruel, vacillating, mean spirited, usurping, cowardly, tyrannical?* 16

Geography.

4. Is Newcastle east or west of London? 10
5. Is Bristol north or south of Dover? 10
6. From what countries do we get (1.) dried currants, (2.) ivory? 25
7. What is the form of government in Russia? 10
8. Is the length of a degree of longitude the same everywhere?—if not, where is it longest? 20

Arithmetic.

5. What is the value of $\frac{2}{3}$ of $\frac{6}{6} \div \frac{7}{10}$? 10
6. Which is greatest, $\frac{3}{4}$ or $\frac{13}{16}$? 10
7. Reduce $\frac{1}{20}$ to a decimal. 10
8. Divide 124 by 6·2. 10
9. If a sack of potatoes will last a family of 3 persons 10 days, how long will it last a family of 15 persons? 15
10. What is the interest on 30*l.* for 2 years at 5 per cent? Would the discount on the same sum due 2 years hence at the same rate per cent. be greater or less? 15

French.

4. What is the gender of (1.) *mer*, (2.) *nation*, (3.) *côté*? 15
5. What is the difference in meaning between *La dame que j'ai vue peindre*, and *La dame que j'ai vu peindre?* 15
6. Translate into English, *Je viens de dire à votre père que s'il vient à pleuvoir il ne viendra pas.* 20
7. Translate into French, *In reply to your favour of the 16th we beg to return you our best thanks for the order you were pleased to transmit therewith.* 20

For Writing 50

AFTERNOON PAPERS. PAPER (2.) FOR BOYS.

Introductory.

1. What is your name?
2. What school do you attend?
3. How many hours a week (if any) do you spend in learning music?
4. How many hours a week (if any) do you spend in learning drawing?

Latin Language and History.

1. What is the genitive singular of (1.) *musa* and (2.) *supellex*? 5
2. What is the genitive plural of (1.) *homo*, and (2.) *nox*? 5
3. Write down the third person plural, perfect tense, active and passive voices, of the following verbs:—(1.) *amo*, (2.) *facio*. 10
4. What is the meaning of *consulo*, (1.) when it governs the dative, (2.) when it governs the accusative? 10
5. What is *examen* derived from? 10
6. Translate into English, (1.) *Epistolam quam misi vidit?* 10
   (2.) *Fiat (pace deum dixerim) jactura religionis: oblivio deorum capiat pectora vestra; num senatum quoque de bello consuli non placet? non ad populum ferri, velint jubeantne cum Gallis bellum geri?* 25
7. Translate into Latin, (1.) *He was a good boy.* 10
   (2.) *He begged them to send ambassadors to Syracuse to ascertain the truth; and declared that he was not aware of any injury being done him by Titus?* 25
8. Scan the line, *Dentibus horrendis custos erat orietis aurei.* 10
9. Who composed the first triumvirate? 15
10. What did the Licinian Rogations enact? and when were they passed? 15

Greek Language and History.

1. What is the accusative singular of βασιλεύς? and the dative singular of ναῦς? 15
2. What is the nominative plural of ὀξύς? and the dative of τυφθείς? 15
3. Distinguish between ἡ, ἦ, ἤ, ἦ; ἦ. 15
4. What is the meaning of παρὰ σοῦ, παρὰ σοὶ, παρὰ σέ? 15
   What is the second aorist active first person singular of πείθω? and the first aorist middle second person singular of στέλλω. 15
6. Translate (1.) ἡ νῆσος ἀνθρώπους ἔχει. 15
   (2.) ἀμφοτέρων ἄξιον ἀκοῦσαι, ἐνθυμουμένους ὅτι οὔτ' ἂν ἐκεῖνα δύναιντο ποιεῖν μὴ ἑτέρων συμπραττόντων, οὔτ' ἂν οὔτ' ἐπεχείρησαν ἐλθεῖν μὴ ὑπὸ τῶν αὐτῶν οἰόμενοι σωθήσεσθαι. 30
7. Who commanded the Greeks at the battle of Thermopyle? 15
8. To what states did the Generals Brasidas, Cleon, and Epaminondas respectively belong? 15

German.

1. Decline *Sohn.* 10
2. Give the parts of the verb *sprechen*? 10
3. Translate into English, *Die fleissige Tochter sass ganz allein und spann während Karl ein deutsches Lied sang.* 15
4. Translate into German, *I received a letter from Germany yesterday.* 15

Modern History.

1. What king of France ordered the massacre of St. Bartholomew? 15
2. What was the extent of the empire of Charles V., Emperor of Germany. 15
3. What two empresses were opposed to Frederick the Great? 20

AFTERNOON PAPERS. PAPER (1.) FOR BOYS.

Introductory.

1. What is your name?
2. What school do you attend?

Algebra.

1. Reduce to its simplest form $(a+3)(a-3) - \{2a^2 - 2(a+5).\}$ 25
2. Solve the following equations:

(1.) $\frac{1-x}{3} - \frac{x+1}{4} = 3.$ (2.) $\begin{cases} x^2 - y^2 = x+1. \\ x^2 + y^2 = 3x+1. \end{cases}$ 45

Expand by the binomial theorem to three terms $(1-2x)^{\frac{3}{2}}$. 30

Trigonometry.

1. What is meant by the cosine of an angle? 15
2. What is the value of the cosine of an angle of 60°? 15
3. If two sides of a triangle a, b, are given, and the angle A opposite to one of them, write down (without proving them) the formulæ you would use to find the other angles. 20

Conic Sections.

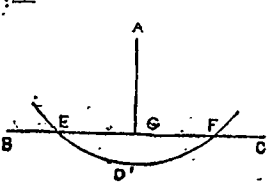
1. Write down the general equation to a straight line. 15
2. What are the loci of the following equations?—

(1.) $x^2 + y^2 = 1.$ (2.) $x^2 + y^2 = 0.$ (3.) $x^2 - y^2 = 1.$
(4.) $x^2 - y^2 = 0.$ 35

Euclid.

1. What is an acute-angled triangle? 10
2. Write out the following propositions of Euclid:—(1.) If two angles of a triangle are equal to one another, the sides also which subtend or are opposite to the equal angles, shall be equal to one another, B. I. Prop. 6. (2.) If one circle touch another internally in any point, the straight line which joins their centres being produced shall pass through that point of contact, B. III. Prop. 11. 40
3. In B. I. Prop. 12. "To draw a straight line perpendicular to a given straight line of unlimited length from a given point without it," the following construction is given by Euclid:—

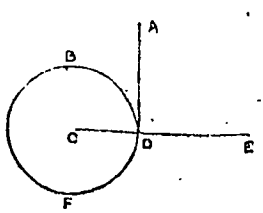
Let A be the given point, and BC the given straight line; take any point D *on the opposite side of BC from A*, and with centre A at the distance A D describe the circle E D F, cutting B C in the points E and F. Bisect E F on G and join A G, A G shall be the line required.



Are the words in italics necessary, and if so why? 20

4. Is the following a correct solution of the problem. From a given point to draw a straight line touching a given circle; if not, why is it defective:—

Let A be the given point, B D F, the given circle. Find C, the centre of the circle, and draw the line C E meeting the circle in D. From A draw A D at right angles to CE, A D shall be the line required. Because A D is drawn from the extremity of the radius C D at right angles to it, therefore A D touches the circle, and it is drawn from the point A.—Q. E. F.



30

Mensuration.

1. Draw a line from A perpendicular to B C 20

2. What is the circumference of a circle whose diameter is 2 feet? 20

Book-keeping.

John Jones. 12

Cr.

	Fol.		£	s.	d.
By Goods -	81		11	13	2
By Cash -	17		5	3	0

1. If the following be a copy of a page in your ledger, what is the meaning of the figures 81 and 17 in the left-hand column? 30
2. In the following bill of exchange which is the name of the drawer and which of the acceptor? 20

London, April 10, 1865.

Three months after date pay to
James Smith ninety-four pounds.

£94. F. Morris. Henry Thomas.

To F. Morris, Esq.

Natural Philosophy.

1. If two equal forces act on a point not in the same straight line, can their resultant ever be less than either of them? 20
2. What distance will a body falling from rest pass through in the third second, the force of gravity being taken as equal to 32 feet? 20
3. What is the ratio of the power to the weight when in equilibrium on a straight lever, the power and weight both acting at right angles to the lever? 20
4. If a body floating in water is exactly half immersed in it, what is its specific gravity, the specific gravity of water being taken as unity? 20
5. If the refractive index of water is $\frac{4}{3}$, how far below the surface will a fish appear to be, its real depth being 8 feet? 20
6. Should a short-sighted person use a convex or concave lens? 20

Natural Science.

1. What gases is the air composed of, and what is their proportion? 20
2. Write down the chemical symbols for saltpetre and sulphuric acids, and show by symbols the decomposition which ensues if equal weights of the two substances be mixed? 20
3. To which of the three classes—exogens, endogens, acrogens (or cryptogamic plants) do ferns belong? 30

APPENDIX (B).

Morning Paper. Elementary Questions. For Girls. Papers set and marks given.

Introductory.

1. What is your name?
2. What is your age?
3. What school do you attend?
4. Are you a boarder or a day scholar?
5. How long have you been at the school?

English Grammar.

1. Write down the passage read by the examiner? (The passage read was the same as that given to the boys.) 50
2. Write down the perfect and past participle of each of the following verbs, (1.) *to live*, (2.) *to fly*, (3.) *to eat*. 12
3. Parse the following sentence, *What reason have you for saying that?* 28

Geography.

1. What are the names of the capitals of (1.) Scotland, (2.) Austria? 10
2. Mention the names of any two towns in Yorkshire. 10
3. What is a peninsula? 5

English History.

1. When did William the Conqueror come to England? and who were the next two kings of England? 8
2. In whose reign did the House of Commons first meet? 8
3. When and between what nations was the battle of Hastings fought? 8

French.

1. Write down the present tense of *être*. 10
2. Translate into English, *Sa mère a trois fils.* 10
3. Translate into French, *The daughter of the man is good.* 10

Arithmetic.

1. Write down in figures the number, *One million fifteen thousand and ten.* 8
2. Subtract 3845 from 5492. 4
3. Divide 141,905 by 281. 8
4. What will 9,213 yards of cloth cost at 12*s.* 4*d.* per yard? 10

FURTHER QUESTIONS.

English Grammar.

4. Are the verbs in the following sentences active, passive, or neuter? (1.) *He died a peaceful death.* (2.) *He was sent by the general.* (3.) *The hen sat three weeks.* 15
5. Write out the following sentence with all the mistakes in Grammar corrected, *If Janes bag or parasol was stole, who could I persuade to give her new ones.* 15
6. Analyse the following sentence,

The daisy by the shadow that it casts,
Protects the lingering dewdrop from the sun. 30

English History.

4. Who were the four sovereigns that immediately preceded the Commonwealth? and what was their relationship to each other? 16
5. In whose reign was the Petition of Right presented? Mention any three of its provisions. 16
6. When was the battle of the Boyne fought? and what nations took part in it. 12
7. When did Wickliffe and Jeremy Taylor live? and for what were they remarkable? 16
8. Which of the following adjectives do you consider applicable to Henry VIII. and James I., *cruel, mean spirited, deceitful, cowardly, tyrannical, conceited, usurping?* 16

Geography.

4. Is York east or west of London? 10
5. Is Exeter north or south of Dover? 10
6. From what countries do we get (1.) coffee, (2.) mahogany? 25
7. What is the form of government in Austria? 10
8. Is the length of a degree of longitude the same everywhere? if not, where is it longest? 20

Arithmetic.

5. What is the value of $\frac{3}{2}$ of $\frac{5}{6} \div \frac{10}{7}$? 10
6. Which is greatest, $\frac{4}{5}$ or $\frac{13}{16}$? 10
7. Reduce $\frac{1}{8.9}$ to a decimal. 10
8. Divide ·248 by 6·2. 10
9. If a piece of work will employ 4 workmen 12 days how long will it employ 16 workmen? 15
10. What is the interest of 20*l.* for 3 years at 5 per cent.? Would the discount on the same sum due 3 years hence at the same rate per cent. be greater or less? 15

French.

4. What is the gender of (1.) *part* (a part), (2.) *description* (a description), (3.) *incendie* (a fire)? 15
5. What is the difference in meaning between *La dame que j'ai vue peindre?* and *La dame que j'ai vu peindre?* 15
6. Translate into English, *Je viens de dire à votre père que s'il vient a pleuvoir il ne viendra pas.* 20
7. Translate into French, *In reply to your favour of the 16th we bey to return you our best thanks for the order you were pleased to transmit therewith.* 20

For writing. 50

AFTERNOON PAPERS. PAPER (1). FOR GIRLS.

Introductory.

1. What is your name?
2. What school do you attend?

Music.

1. How many notes are there in the octave? 5
2. How many flats or sharps are there in the key of E? 10
3. How many flats are there in the key of B♭? 10
4. How many demisemiquavers are equal to a minim? 10
5. What is the meaning of the terms *Da Capo*, *Crescendo*, and *Rallentando*? 15
6. What is the difference between the major and the minor scales? 20
7. How do you find the relative minor of any major key? 15
8. Is there any difference in the signature of a major key and its relative minor? 15

Algebra.

1. Reduce to its simplest form $(a-4)(a+4)-\{2a^2-4(a+4)\}$ 25
2. Divide a^2-9 by $a+3$. 30
3. Solve the following equations:—

(1.) $\frac{1-x}{3}-\frac{x+1}{4}=3$. (2.) $\begin{cases} x^2-y^2=x+1 \\ x^2+y^2=3x+1 \end{cases}$ 45

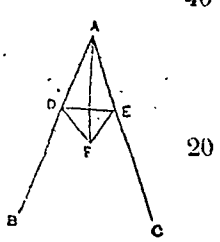
Euclid.

1. What is an acute angled triangle? 10
2. Write out the following propositions of Euclid:—

(1.) From the greater of two given straight lines to cut off a part equal to the less, B. I., Prop. 3. (2.) To find the centre of a given circle, B. III., Prop. 1. 40

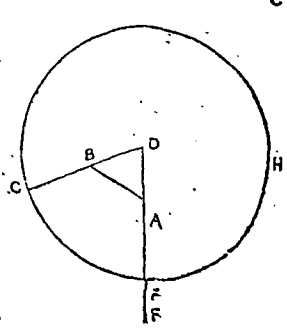
3. In B. I., Prop. 9. To bisect a given rectilineal angle the following construction is given by Euclid:

Let BAC be the given rectilineal angle; in BA, take any point D, and from AC the greater cut off a part AE equal to AD, join ED, and upon ED, *on the side remote from A*, describe an equilateral triangle DFE and join AF, AF will bisect the angle BAC. Are the words in italics necessary, and if so, why? 20



4. Is the following a correct solution of the problem, from a given point to draw a straight line equal to a given straight line:

Let A be the given point and BC the given straight line; join AB, and on AB describe the equilateral triangle ADB. Produce DA to E; and with centre D at the distance DC, describe the circle CFH, cutting DE in F; AF is the line required. Because D is the centre of the circle CFH, DC is equal to DF; but BD, AD parts of them are equal, therefore the remainder AF is equal to the remainder BC. Q.E.D.



John Jones p. 121.

Book-keeping.

	fol.		£	s.	d.	Cr.
1. If the following be a copy of a page in your ledger, what is the meaning of the figures 81 and 17 in the left-hand column.	81	By Goods -	11	13	2	
	17	By Cash -	5	3	0	20

2. In the following bill of exchange which is the name of the drawer and which of the acceptor?

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Natural Philosophy.

1. If two forces act on a point but not in the same straight line, will their resultant be increased or diminished by making the angle between the two forces greater?
2. Through what distance will a body fall from rest in three seconds, the force of gravity being taken as equal to 32 feet? 20
3. What is the greatest weight which you can support with a single moveable pulley if you exert a force equal to 5 lbs? 20
4. If a body is floating in water and only $\frac{1}{4}$ of its bulk is above the surface of the water, what is its specific gravity, the specific gravity of water being taken as unity? 20
5. If the refractive index of water is $\frac{4}{3}$, how far below the surface will a fish appear to be, its real depth being 8 feet? 20
6. Should a long-sighted person use a convex or a concave lens? 20

Natural Science.

1. What gases is the air composed of, and in what proportions? 20
2. Write down the chemical symbols for potassium and sulphuric acid. 40
3. What is meant by the calix of a flower? 30
4. To which of the three classes exogens, endogens, and acrogens (or cryptogamous plants) do ferns belong? 15

AFTERNOON PAPER. PAPER (2). FOR GIRLS.

Introductory.

1. What is your name?
2. What school do you attend?
3. How many hours a week (if any) do you spend in learning music, including practising?
4. How many hours a week (if any) do you spend on drawing?
5. How many hours a week (if any) do you spend on plain needlework?
6. How many hours a week (if any) do you spend on fancy work?

Latin Language and History.

1. What is the nominative plural of *regnum?* 5
2. What is the genitive of (1.) *homo,* (2.) *unus?* 10
3. What is the first person singular future active of *amo?* 10
4. What are the perfect and supine of (1.) *frico,* (2.) *pello?* 10
5. What is the meaning of *consulo* (1.) when it governs the dative (2.), when it governs the accusative? 15
6. Translate into English, (1.) *Omnis Gallia divisa est in tres partes?* 10
   (2.) *Quæramus, quonam modo vitam agere possimus, si nihil interesse nostrâ putemus, valeamus ægrine simus, vacemus an cruciemur dolore, frigus, famem propulsare possimus necne possimus.* 25

7. Translate into Latin, (1.) *She loved her sister.* 10
(2.) *The Lacedæmonians, to gain peace, of which they stood much in need, determined to prevent their allies from devastating the country.* 25
8. Who were the members of the second triumvirate? 15
9. By what Roman general was Carthage destroyed?

Italian.

1. Translate into English, *Il fiore che mi ha dato quella donna è bello assai?* 15
2. Translate into Italian, *It appears to me that your hand is rather larger than mine?* 20

German.

1. Decline *Sohn.* 10
2. Give the parts of the verb *sprechen* 10
3. Translate into English, *Die fleissige Tochter sass ganz allein und spann während Karl ein deutsches Lied sang?* 15
4. Translate into German, *I received a letter from Germany yesterday?* 15

Modern History.

1. By what king was the Edict of Nantes revoked? 15
2. What was the extent of the empire of Charles V., Emperor of Germany? 20
3. What two empresses were contemporaries of Frederick the Great? 20
4. How long was Napoleon Buonaparte emperor after his return from Elba? 15

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SCHOOLS INQUIRY COMMISSION.

REPORT

BY

MR. T. H. GREEN.

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MR. GREEN'S REPORT

ON

THE SCHOOLS IN THE COUNTIES OF STAFFORD AND WARWICK,

AND

SPECIAL REPORT

ON

KING EDWARD VI. FREE SCHOOL, BIRMINGHAM.*

MY LORDS AND GENTLEMEN,

Division of the subject.

THE matters to which, in pursuance of my instructions, I directed my attention at Birmingham, may be divided under two main heads, (A) those affecting the condition of the grammar schools externally, which naturally fall under the view of the governors and the general public, and (B) those affecting it internally, which fall rather under the view of the masters and pupils of the school.

Constitution of governing body.

Under A, the first point to be considered is the constitution of the Board of Governors, as determined by law and custom. By law, *i.e.*, by the original letters patent of Edward VI., and by the Act of 1831, vacancies in the Board are filled up by co-optation. By custom, no dissenters during the last half century, nor any one connected with the municipal government of the town since the establishment of such government, have been admitted to the Board. This customary exclusion, it is to be observed, is the result of the rule of co-optation.

On such a question in such a place, social and political feeling is sure to run rather high; but while opinion with regard to it is strong, the facts ascertainable by a stranger are few. I shall probably best serve the purpose of the Commission by stating the chief aspects of the question as it presents itself to an inquirer on the spot, and one or two points in which the present system operates favourably or otherwise on the welfare of the school. As it is universally admitted that the present Board has discharged its duties with all care and conscientiousness, such a statement can involve no reflections on individuals.

Exclusive effect of this in practice.

Hitherto, so far as I could ascertain, the Board has fairly represented the upper or more select section of society in Birmingham, so far as this section is politically conservative and attached to the Established Church. Its enemies assert that it represents merely a clique, but this, I think, is only true in the sense implied in the above statement. In Birmingham, as elsewhere, there is an unfortunate, though natural, tendency in the professional class, and

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* This report relates throughout to the state of things in the year 1865.

Relation of governing body to the municipality.

among those commercial men whose families have been well off for one or two generations, to stand aloof from municipal affairs. The exceptions to this rule,—and there are several notable exceptions,—have been uniformly men of liberal politics, and generally dissenters. Thus, a Board composed of conservative churchmen, of good social position, has necessarily been antagonistic to the town council, and careless or contemptuous of local politics. To belong to it has been a certain social distinction. Social and municipal distinctions have not coincided, and hence the Board has been an object of public animosity, irrespectively of the manner in which it has exercised its function.

Practical results.

General immobility due (1) to absence of moving spirits.

The first evil resulting from this state of things I should describe as a general immobility in the management of the school. As dissenters or radicals, the Board has excluded most of those who would be disposed to move, and likely to move with discretion. It is noticeable that, with one or two exceptions lately introduced, the names of those who have been foremost in the establishment and conduct of such educational agencies as the Midland institute and the public libraries, are not to be found on the list of governors. The dissenting congregations in Birmingham are not only as numerous as those of the Establishment, but (as would be generally admitted) include at least as many persons of intellect and education. Among their ministers are several men of great ability, and specially qualified to give an opinion of the educational wants of the town, as being in intimate contact with the middle class. Among the dissenting or liberal laymen, again, are to be found those who would be best able to commend any desirable change in the scheme under which the school is at present managed to the approval of the citizens. The actual governors, on the other hand, have been men naturally averse to change, and possessed by a just pride in the success with which the school grew up under their management during the 20 years which followed the enactment of the new scheme in 1831. Their secretary, who is also their solicitor, and who, from his professional eminence and long connexion with the school, has great influence with them, has also been an effective power on the side of maintaining the "status quo." The conservative tendency thus induced has been strengthened by a permanent practical obstacle to change. The governors have been aware that, owing to the state of their relations with the municipality indicated above, the enactment of any change that they might think desirable in the scheme of 1831 would be opposed with all the resources of the municipal purse.*

(2) To fear of resistance from Town Council.

* As it is, whenever the town council is promoting a local bill, the governors of the school have to take precautions against the insertion of provisions trenching on their privileges. Not long ago the town council inserted in such a bill a clause providing that the mayor and ex-mayor of the borough should be *ex officio* governors of the school. 1,000*l.* was mentioned to me as the sum spent in fighting for and against this clause.

The formidable character of a contest with the town council may be illustrated by the fact that shortly before my visit to Birmingham about 7,000*l.* had been spent by the council in resisting a gas company's bill.

I did not find that *all* the governors were willing to admit that they had been influenced by this fear of opposition, but men are not always conscious of their own motives, and no other reason could be given for their unwillingness to go to Parliament to obtain changes which they admit to be desirable, and which many of them are most anxious for. The most important of these—a modification of the present absolutely gratuitous system of education—is clearly one which a body, not commanding popular sympathy, could not hope to carry through.

Danger of religious exclusiveness.

A second objection to the present constitution of the Board arises from its liability to religious exclusiveness in the management of the school. However carefully the openness of the school may be provided for by the Act of Parliament, it is clear that, so long as the right of nominating scholars is exercised as a right of individual patronage by the several governors, which has hitherto been the case, and so long as there are more applicants for admission than can be admitted, there is opportunity for a preference being shown to the children of churchmen as against those of dissenters. So long, also, as religious instruction according to the doctrines of the Church of England continues to be given at the school, there is a possibility that difficulties more or less definite may be put in the way of exemptions from such instruction.

This at present mere danger.

As a matter of fact, however, I could not hear of any suspicion of unfairness on religious grounds in the distribution of nominations, nor does exemption from religious instruction and attendance at prayers subject a pupil to any disadvantage except the loss of a certain number of marks. Such exemption is seldom sought for except in the case of Jews. The fact that there are Jews in the school, and a natural proportion of dissenters, including several sons of ministers, is sufficient evidence on this head. The establishment of the proprietary school at Edgbaston, on the basis of the entire exclusion of religious instruction, is not, as might seem at first sight, any indication of unfairness to dissenters at the grammar school. It was founded mainly by Unitarians, who preferred a purely secular system on general grounds, and, with the exception of a few Unitarians and Jews, I could not hear of any parents whose reasons for preferring it to the grammar school had anything definitely to do with religion. Its system excludes corporal punishment as well as religious teaching, and this is a strong ground of preference with many parents. Others choose it as more select than the grammar school; others as more conveniently situate. On the whole, after conversation with the leading dissenters of the town, both laymen and ministers, I satisfied myself that, though they objected to the customary exclusion of dissenters from the Board of Governors as wrong in principle, and liable at any time to lead to practical injustice, they had no cases of present hardship to allege, except such as arise from the difficulty of access to the governors experienced by poor and obscure parents, which s greater in the case of dissenters than of churchmen, as the former have not so ready an introduction through their ministers. This evil, however, arises properly from the nomi-

nation system, not from the constitution of the Board, and will be considered below.

Awkward local restrictions on eligibility.

The only other point in the constitution of the Board which it is important to notice is the local restriction on eligibility. According to the Act of 1831, only such persons are eligible for the office of governor as (α) reside within four miles of the present site of the grammar school, and are *bonâ fide* rated to the relief of the poor of the parish of Birmingham, or (β) exercise any profession or carry on any trade within the limits of the town, parish, or manor of Birmingham. This Act was passed before the existence of the present borough, the limits of which extend far beyond the old parish. The suburbs in which the better classes chiefly reside are outside the parish. Acting professional men would generally be qualified under (β), and acting men of business under both (α) and (β), but men retired from a business or profession, who might very usefully give their leisure to the management of the school, would almost always be excluded. As the loss of the original qualification does not disqualify a governor once elected, the restriction operates less awkwardly than it otherwise would.

Their result.

The result, however, is in some cases rather grotesque, for while an active Birmingham citizen, living to all intents and purposes in the town, is ineligible because his rateable property or place of business happens to be outside the old parish, another man, who resides at a distance from the town and seldom comes near it, may continue a governor in virtue of his original qualification, or may be elected for the first time, if he has an interest in some firm carrying on business within the parish. An extension of the area of eligibility so as to include persons either carrying on business, or rated to the relief of the poor, or holding property within the *borough*, and resident within a moderate distance, would, I think, give general satisfaction both to the governors and public. On the other hand, the admission of persons to the office of governor, not closely connected with the town, would be generally objected to, and the number of necessary attendances at meetings of the governors might, it is generally thought, be desirably increased. According to the scheme of 1831, it is only the neglect to attend any meeting during two years that disqualifies a governor, and even then he is re-eligible.

Views in the town as the change desirable.

As to the general constitution of the governing Board, which it might be desirable to substitute for the present one, opinion in Birmingham seemed to be a good deal divided. Outside the circle of the governors themselves almost every one, except a few rather exquisite politicians, would lament the present absolute separation and antagonism between the governing body of the school and that of the town, and most would condemn the principle of co-optation. But as to the amount of power over the school which should be conceded to the town council, and as to the way in which it might be expected to exercise this power, I heard rather different opinions from men of equal authority on the subject. On the one hand I found men, themselves important members of the town council, deprecating the concession of an effective con-

trol over the school to that body. One of them told me that if the appointment of governors were placed without restriction in the hands of the town council, though many of their nominees might be good, he could foresee the appointment of others "who "would drag every school question through every public-house "in the borough." Others, on the contrary, urged that the management of the school would have small attraction for demagogues; while its association, directly or indirectly, with the municipal government would lead more men of education to seek a share in the latter. As an indication of what might be expected from the town council, they instanced the appointments which it now makes to the committees of the Midland institute and the town libraries, which are admitted to be good.

Such a question is out of the reach of statistics, and, according as people approach one or other of the above views as to what might be expected from the town council, they differ as to the number of governors which it should be allowed to nominate. Some would be content with such a recognition of the municipality as would be involved in the presence of the mayor and ex-mayor "ex officio" on the Board—an arrangement which would have the minimum of effect, as by the time these officials had learnt their business in relation to the school, that relation would have ceased. In the opposite extreme is the view involved in a resolution passed by the town council itself, claiming the entire government. Between these two extremes lies the proposition which would abolish the co-optation of governors altogether, but give the appointment of one-third or half the Board to some such body as the borough magistrates, while it would compel the town council in its appointment of the other two-thirds or half to take a certain proportion from outside its own body.* It was further suggested to me that it might be well to limit the town council in its selection of the rest to the aldermen or ex-aldermen. The rationale of this last restriction would be that the popularity of a mere demagogue seldom lasts long enough for him to be made an alderman.

Two extremes.

and a mean.

One definite practical objection was mentioned to me against placing a virtual command of the management of the school in the hands of the town council. The property of the school lies in the streets of Birmingham, and its pecuniary interests are, in consequence, constantly liable to be affected by schemes for improvement of the town. This being so, it would seem equally undesirable that these interests should be maintained by a body (as in times past) distinctly antagonistic to the town council, and by one virtually identical with it. The conflict, not of interest, but of feeling, between the two bodies has once, at least, stood in the way of arrangements likely to enhance the value of the school property; but though it is most desirable that this conflict should cease, and though no one would expect

Practical objection to complete capitulation to Town Council.

* This is in general the scheme of the "School Reform Association." It will be found in detail in their report, of which I transmit a copy.

the town council of Birmingham to follow the example of other town councils in "starving the grammar school" for the benefit of the ratepayers, yet, as a matter of business, the several interests of town and school are more sure of being fairly adjusted if kept in separate though friendly hands.

General result. The general results of my inquiry on this subject were these: (1.) That the general opinion of Birmingham, so far as it is interested in the question, would accept any modification of the present system of co-optation which would secure a representation on the governing Board of the municipality on the one hand and the nonconformists on the other. (2.) That it would be opposed, *on the whole*, to the introduction of Crown nominees or magnates of the neighbouring counties upon the Board. I have reason to believe that the present governors are willing, not indeed to surrender the principle of co-optation, but to bind themselves to the co-optation of a certain number of town councillors and dissenters. This, however, the Commissioners will be able to ascertain from the governors personally. I should quite expect such a concession to be well received by the town.

Mode of nominating free scholars. I now come to a question of wider practical bearings,—the nomination of free scholars. By the scheme embodied in the Act of 1831, "No boy shall be admitted to the school under the "age of eight years, and who shall not be able to write and "read English; and the master under whose care such boy is to "be placed shall examine and admit him if he be so qualified, "but not otherwise." "All boys, not sons of inhabitants of the "town, manor, or parish of Birmingham, or of parishes touching "upon or adjacent to the same, shall pay to the governors for "education at the school such annual sum as the governors, with "advice of the bishop, shall from time to time fix." This sum, by a subsequent ordinance of the governors, was fixed at not less than 15*l.*, nor more than 20*l.* a year. The practice in pursuance of the above rule has hitherto (with an important recent modification to be noticed afterwards) been as follows. As many "sons of "inhabitants, &c." as the school-building would accommodate, about 500, have been admitted, on nomination by the governors, without any fee whatever. The nomination, however, has not been by the governors in council or collectively. There being 20 governors, each has a twentieth part of a year's nominations to dispose of individually, and a parent desiring admission for his boy to the school has to seek out a governor with a nomination to spare. Thus, instead of a general list of applicants being kept by the secretary, who should be admitted as vacancies occurred, a private list is kept by each governor, and the same boy will very likely have his name down on several of these lists. Accordingly, when it falls to the turn of any given governor to nominate a scholar, he has first to ascertain whether any of the boys on his list have been already nominated by some one else. It then remains for him to decide whether he take the first boy on his list not yet nominated, or make a selection according to his knowledge of the circumstances of the applicants. The practice

of the governors in this last respect has not been uniform. Some have simply followed the order of the time of application; others, and I think the greater number, have been in the habit of exercising a discretion.

Of examining those nominated.

The nomination having been given, the examination for entrance follows. This consists of three parts. A sum is written on a board in figures, which the boy has to reproduce in words, and another in words which he has to reproduce in figures. He has, further, to write down one or two simple verses of the Bible from dictation, and to read aloud a few other verses. If he made more than two or three mistakes in each subject, he would be rejected. In regard to this examination, however, an important change has been made by the present head master (appointed in 1862). Under his predecessor, the examination for admission took place immediately on the nomination being given; and as nominations were given according to an estimate of the number of vacancies likely to occur in the year, an interval of some months might elapse between the nomination, with the consequent entrance-examination, and the actual admission to the school. This interval was naturally often spent by a boy, the examination being safely passed, in forgetting that which enabled him to pass it, so that when he came to be placed in the school he would be literally unable to read. According to the present arrangement, the examination for entrance does not take place till a vacancy actually occurs, and immediately precedes the actual entrance.

Three-fold uncertainty resulting from above plan.

It will be observed that, according to the above mode of procedure, a parent, wishing to get a son into the school, has a three-fold uncertainty before him. In the first place he cannot tell when he may find a governor who will promise him a nomination. Secondly, the nomination having been promised, he cannot tell when it will be given. Thirdly, the nomination having been given, he cannot tell for certain when a vacancy will occur, which will enable his son actually to enter.

Ill effects of present system (1) due to restriction of freedom to the parish.

Of the inconvenient results arising from the nomination system, so determined by the scheme of 1829, or by custom, it will be well to take that first which is at once least considerable and least disputable, viz., the confinement of the free education to the sons of inhabitants of the parish of Birmingham and adjacent parishes. *Adjacent* is understood to mean *contiguous.* Now there are certain parishes contiguous to the present Parliamentary borough (which did not exist at the time when the scheme in question was enacted), but not contiguous to the old parish. Their inhabitants, therefore, cannot send sons to the grammar school,* while other people residing at a greater dis-

* In pursuance of the clause in the scheme of 1829 (enacted in 1831), the governors ordained that boys, not sons of inhabitants of the parish or adjacent parishes, should pay in advance an annual sum of not less than 15*l.* or more than 20*l.*, but that no such boys should be admitted to the exclusion of sons of inhabitants of the parish or adjacent parishes. As more of the latter are always applying for admission than can be admitted, this amounts to an exclusion of all others.

tance from the school, but within a parish that happens somewhere to abut on the old parish of Birmingham, can send their sons to it without any payment whatever. I heard, for instance, of a clergyman, himself formerly a master of the school, but now holding a small incumbency in the parish of Northfield, who could not make use of the school for his sons, because this parish is not conterminous with the parish of Birmingham, though it is with the borough. On the other hand, people resident two miles further off in the parish of King's Norton, which meets that of Birmingham at a single point, could use it freely.

The excluded parish of Northfield contains 3,130 inhabitants. That of Yardley, which is in the same position, being conterterminous with the present borough, but not with the parish, has a population of 3,848, and is rapidly increasing. It contains a new suburb, Acock's Green, much frequented by the less wealthy tradesmen and manufacturers of Birmingham. The number of boys in these two parishes whom the present regulation excludes is no doubt comparatively small, but it may at any time increase with the establishment of a popular suburb within either of them. The exclusion, moreover, is liable at any time to lead to dispute, for other divisions have so far superseded parochial ones for practical purposes, that neither the governors or secretary on the one hand, nor the parents on the other, are likely always to know whether a boy is admissible in respect of residence or not. It would seem much simpler to ignore parochial boundaries altogether, and take a certain distance from the school as the measure of the area of admissibility. Two facts, at any rate, are to be borne in mind: one, that the middle-class population of the town is gravitating more and more to the suburbs; the other, that owing to the position of the school close to the central station, and to the point where the several lines of suburban omnibuses converge, it is available as a day-school for boys living almost anywhere within a radius of five or six miles of it. On this subject I shall have afterwards to dwell in a different connexion.

So much for the local limitations on the privileges of the school. Of the mode in which these privileges are "enjoyed" by those who are within the favoured parishes it is impossible to speak too strongly. Indiscriminately free admission under any system would be an evil in the negative sense, for it involves the sacrifice of fees from parents very well able to pay them, and it excludes the stimulus of admission by competition. Under the system (now modified) which has been pursued at Birmingham it becomes a more positive evil. It makes the primary education of boys destined for the free-school worse than it would be if there were no free-school at all.

(2) Bad effect on preliminary education.

To explain this result I must recall what I said above of the way in which nominations are given, and the uncertainty which results from it. A parent relies on getting his son educated for nothing sooner or later, but he cannot tell whether it will be soon or later A clergyman or dissenting minister, any respectable professional

man, a tradesman with a "genteel connexion," would be pretty sure of getting a nomination as soon as he wanted it. These, however, are the sort of people who would take care that their sons were being educated somewhere, if not at the grammar school. As it is, the school is largely filled with the sons of small tradesmen and manufacturers, who are probably more numerous relatively in Birmingham than in any other of our great towns. Among these people the delay experienced in getting nominations is a source of considerable irritation. I heard it often asserted that while a pushing man, or one who could make himself useful to a governor or governor's friend, could get a nomination at once, though perhaps a new comer into the town, another, who had paid rates for a quarter of a century, had to wait some years, and make a dozen applications for one. Such complaints, of course, are to be taken at what they are worth.* It is only natural that the governors should exercise some discretion in the bestowal of their patronage, and probably the difficulty complained of is often due to the applicants not going the right way to work. Several of the governors will only notice an application when made in writing. The applicant perhaps is not aware of this rule, or has some difficulty in conforming to it. He makes a personal application, is repulsed, and for ever after has a grievance. But though it would be unjust to visit such grievances on any governor personally, the existence of them is due to the system which makes the nomination of scholars matter of individual patronage. Their existence, however, is the least part of the evil which arises from it. The irritation of the parent while he is waiting for a nomination would be of less moment if he kept his son regularly at a good school in the interval; but the chances are that he does not. The anticipation that his son will ultimately get an education for nothing lowers his standard of educational expenditure. If, for the sake of getting him out of the road, he sends his son to a private school at all, it will be to one where the payment is too small for the teaching to be good. Even here his son will probably get less than the average amount of attention, for the master can have no inducement to take pains with a boy whom he may any day see transferred to the grammar school without recognition of his pains.

Often long delay in getting nomination, during which boy neglected.

The consequence of this state of things has been, firstly, a dead weight of preliminary ignorance to be dealt with in the lower classes of the grammar school; and, secondly, a degradation of the

Hence great ignorance in lower part of school.

* One of the governors showed me on his list applications of five years' standing, which he had not yet been able to satisfy. The late pupils of the school, whom I talked to about it, specified various periods as those during which they had been kept waiting, from five years to two. On the other hand, I heard of a pushing solicitor, who, wishing to get three sons in at once, wrote to all the governors at once, and immediately got five nominations, two more than he wanted.

A tradesman of the town observed to me that a man, whose wife was stay maker to a governor's wife, could get a nomination at once. This he seemed to think constituted a peculiar intimacy of relation.

The editor of one of the newspapers of the town told me that people often sought nominations through him, who could not get them in any other way.

Instances.

private schools in the town. On the first point the evidence of the masters of the school is unanimous. They complain that boys often come at the age of 12 or upwards knowing nothing beyond the minimum which is requisite for admission. One day, when I was in the school, a boy of 14, who had already been admitted, was examined by the head-master in order to ascertain what class he was fit for. He knew no Latin, spelt "wrong," "*roung*," did not know the name of any river in England, or of any English king but Charles I., or the capitals of Scotland, Ireland, or France, or how much 30 pence made. He had been trained at a private school where 65 boys were taught by only one master. This, I was assured, was by no means an uncommon case.* The evil will appear in a stronger light, when it is remembered that most of the boys get no sort of education, regular or incidental, at home, and that very few of them stay at school beyond 16. A boy who, after waiting a year or two for a nomination, enters the school when turned 12, with no acquired knowledge of English grammar, and without ever having heard English correctly spoken at home, defective also in arithmetic and penmanship, really wants the three years, which are all that he will spend at school, to obtain the simple elementary knowledge necessary for the business of life. Now this, I should say, has been the ordinary case at Birmingham, and hence two results; on the one hand it has been very difficult to keep up effective classes for the higher subjects, whether in the way of classics, science, or modern languages; on the other hand, the mass of boys who cannot be raised to the level of these subjects have not been getting the lower, practical education so effectively as they might. In the classical department, though arithmetic and writing are now adequately attended to, yet Latin and Greek absorb the greater part of both the teaching and the learning power. Yet the head master told me that between the highest boy of the first class and the lowest of the second, which two classes are taught together by him, and do not together contain more than about 25 boys, he could place six Rugby forms. Again, it is the exception in the classical school for a boy to rise beyond the fifth class, yet it is as much as the best boys in this class can do painfully to make out Ovid's Heroides and the Greek Delectus. The average age in this class is 13½. Now as there are a certain number of sharp small boys in it under 13, who are generally at the top, it follows that it contains a quantity of boys turned 14, who are thus probably within a year of leaving, and who, after learning little else than Latin and Greek, do not know enough even to read an easy Latin book to themselves in after-life. From the fifth class downwards is to be found a mass of boys who clearly, according to the fitness of things, ought not to be in the classical department at all, but in

Hence (1) many boys turned out ill-equipped for business.

(2) Very few well-equipped as scholars.

State of the lower part of the classical department.

* Another instance fell under my notice of a boy, 16 years old, and the son of parents rich enough to keep a carriage, who had not even the qualification in reading and writing necessary for admission. His parents, expecting the school ultimately to teach him everything, had let him run idle.

the English. They have entered the classical, in some cases, because it is rather more genteel, in others because nominations to the classical (the pressure for them being less) are more easily obtained. As it is they are struggling with Latin and Greek most of their time, when they ought to be learning—for the simple reason that they have not learnt to do it already, and will not learn afterwards—to put together an ordinary English sentence. In the English department itself there are only a few picked boys who master the elementary subjects early enough to make anything of chemistry, mathematics, or modern languages.

Such a state of things is very depressing to the masters, and keeps back the clever or better-taught boys. The master, if he spends himself in teaching the mass what ought not to be taught them by him at all, has not life for "forcing" those who are really susceptible of it, and who in turn (as some of them have told me) find that they are not urged to do as much as they can. A head master, who has an eye for budding talent, may of course so sweep the school as to get the clever boys to the front, and leave the rest to their chance. I suspect that when the school was most distinguished at the universities, the distinction was obtained to some extent by this method, but it is a method which few men can be expected to have the ability, and not all the conscience, to pursue. It would, however, be a wrong conclusion from what has been said to advise that the school should so lower its aims, with regard to most of its pupils, as to give them merely the elementary English education which all of them want, and many now only inadequately obtain. The true conclusion is that this education should be given them before they come to the school, and this, with a change in the nomination system, might, I believe, be the case. In other words, I believe that the governors of the grammar school, if their hands were free, might set the standard of preliminary education in the town as they pleased. If they were able to say that the privilege of free education at the grammar school should no longer be given away as a gratuity, but as a reward for elementary knowledge, they would soon be able to fill it with boys from their own elementary schools, and from the private schools of the town, who would know as much on entering it as many now do when they leave it.

Elementary education ought to be got over before entrance.

An important step in this direction has been taken within the last 18 months. The governors, though not entitled, or believing themselves not entitled,* under the Act of 1831, to admit any sons of inhabitants, &c. at a fee, have been able to some extent, owing to the great pressure for entrance, to make priority of entrance matter of competition. At the instance of the head master they

Competitive examination for entrance partly introduced.

* The head master is disposed to think that under the existing scheme, if so many boys were admitted free as the present building will accommodate, *i.e.*, about 500, it would be allowable, on new buildings being made, to admit *at a fee* any number more. Unfortunately, as soon as any boys are admitted at a fee, so as to interfere with the purely charitable character of the institution, it becomes chargeable to the local rates, to the probable amount, as was stated to me by one who ought to know, of nearly 2,000*l.* a year.

agreed, at the beginning of 1865, to put a certain number of nominations each year into his hands. He was then, twice a year, to hold an examination, and the boys who did best in it were to enter the school at once. Those who failed might take their chance another time, or wait till they could get a nomination from a governor in the ordinary course. The number of nominations thus thrown open to competition for 1865 was 40; for 1866 it will, I believe, be 80. The examination, according to a circular issued by the head master, is arranged as follows:—If under 12, the candidates, whether it be the classical or the English department into which they desire admission, are examined in reading and writing from dictation, in the outlines of English history and elementary geography, in Latin, and in certain rules of arithmetic, viz., the first four, simple and compound, reduction, practice, and simple proportion. If over 12, those who are candidates for the English school are examined also in vulgar fractions; those who are candidates for the classical school, in vulgar fractions and Greek. No subject is in any special sense a "plucking" subject, but Latin and arithmetic are made the most of.

The system cannot be thoroughly carried out without fees.

Last summer the announcement of these nominations, to be given by competition, brought a boy all the way from Dereham, whom circumstances enabled to change his residence to Birmingham, and who was tempted by the prospect of free education. With this exception, the boys who have been head in the competition have almost uniformly been trained at the elementary schools on King Edward's foundation. After them have come boys from some of the national schools of the town. Only a few from private schools have as yet gained admission in this way. This competition for priority of entrance, so far as it goes,—and henceforth about half the boys admitted will be admitted in this way,—is a departure from the old system of nomination by individual governors, and, so far, is a remedy for the evils which appear to have been incidental to that system. To give all their nominations by competition would be all that the governors under the present scheme believe themselves able to do, and this would probably be doing a great deal to stimulate preliminary education and raise the character of the lower classes in the school. It is to be observed, however, that if all nominations were given in this way, the distinction of obtaining one would proportionately fall. The examination would, in fact, be simply an entrance examination, become competitive through the pressure for entrance. Careless parents, though they would make better provision for their sons' preliminary education than they do now, would still make sure of getting him in some time, and once in he would not be distinguished from the most carefully trained. The bad effect, too, of the simply gratuitous system, in lowering the standard of payment for education, and with it the character of private schools, would still continue. It is therefore most desirable that the governors should have power to exact an annual fee from the ordinary boys, so as to make exemption from this the prize for a certain number who should do best in the entrance examination.

A plan of this kind was proposed in the report of the "School "Reform Association" of the town issued last summer, and would, I think, be acceptable to many, probably to a majority, of the governors.

How would proposal of fees be received?

Whether it would be acceptable to the public in general is a question more difficult to answer. The "School Reform Association," which, I believe, adopted it without difficulty, represents most of the leaders of opinion in the town. On the other hand I heard objections to it on what may, without harshness, be called sentimental grounds, from quarters whence I should not have expected it; and one or two parents of past or present pupils of the school, belonging to the class of lesser shopkeepers, spoke of the present charge for books, &c. in the classical school as being quite as much as could be borne, without addition of a fee. On such a point conclusive evidence is not to be attained. It must be admitted, in the first place, that, partly from long habituation to a gratuitous system, partly from a feeling natural to a people keen in business and only half convinced of the value of education, there is some niggardliness at Birmingham in regard to payments for education. Chemistry is taught in the upper division of the first class in the English school, and this is a study, one would suppose, likely to be valued as practically available. I heard, however, from Mr. Fleay, who was acting as master of the English school last summer, that three parents that half-year had wished to withdraw their sons from the chemistry lesson on account of the expense of the books and apparatus, which then cost each boy 25*s*. The private schoolmasters of the town, who draw on the class of small manufacturers and shopkeepers, are not generally able to charge more than 4*l*. a year, with a very small sum in addition for books, &c. The cost of necessary books for a boy, who reaches the upper classes of the classical department in the grammar school, would probably not fall far short of this. Again, though most of the Birmingham tradesmen, sending sons to the grammar school, could very well afford 10*l*. a head for them if they could adjust such a sum to their imagination, yet there are a good many boys in the school, and those often among the most promising—sons of widows or of tradesmen whose prosperity has been in inverse ratio to the size of their families—on whom such a fee could be paid with difficulty, if at all. I heard, for instance, of a promising boy in the first class who would have had to be withdrawn from the school on account of the cost of books, but for the charitable interposition of the head master. Several other cases, more or less similar, occur to my memory at once. They were cases of this kind, I found, that people generally had in mind when they objected off-hand to the abolition of gratuitous education. They regarded it as meant to make the school more select at the expense of its universal availability. Whether this result would really follow or no, would depend on the way in which the proposed new system was worked.

Proposal to make payment of fees the

I found it a very common opinion among people favourable both to the general exaction of fees and to the principle of entrance

rule, with charitable exceptions.

by competition, that if exemption from fees were made without reservation the prize for excellence in the examination for entrance, it would be obtained by boys whose parents could afford to pay the most for a preliminary forcing. To be among the first in this examination, it was urged, would become an intellectual distinction. As such, parents would desire it for their children, and desiring it, the wealthy would have better means of obtaining it, by the purchase of "cramming" power, than the poor, nor would they be too proud to accept it because it involved gratuitous education. Thus the poverty which gives the only true title to such education would be the means of exclusion from it. To prevent this result various modifications of the competitive system have been proposed. Several persons, whose opinion was of importance, while proposing to make the payment of a fee the rule, and free admission a privilege to be competed for, thought that the competition for this privilege should be restricted to boys from King Edward's elementary schools, or from schools receiving Government aid. To meet the case of boys of gentle parentage, sons, for instance, of deceased ministers, for whom such schools might be unsuitable, but who might yet be ill able to pay a fee at the grammar school, it was suggested that a certain number might still be admitted free on nomination; the nomination, however, to be given by the governors collectively, so as to guard against the suspicion of favouritism.

Evil of such exceptions.

Any restriction on the competition for free entrance, such as the above, would, I think, be undesirable on two principal grounds. In the first place, the free admission would still retain something of an eleemosynary character. The free boys, having gained their freedom in virtue of a protective system, would be regarded as an inferior caste by those who paid. This at any rate was the uniform anticipation of those best able to judge, the young men who had lately left the school whom I consulted on the subject. Secondly, the restricted competition would fail to do what I believe might be done by open competition, in the way of stimulating and elevating the private schools. They would still continue to maintain a struggling existence side by side with the grammar school, instead of being insensibly affiliated to it.

How the need of them might be avoided.

The true solution of the difficulty is to be found, I believe, in the suggestion made in an appendix to the report of the "School "Reform Association," that the standard of the examination for entrance to the grammar school should be adjusted to that of the highest class in the King Edward's elementary schools. This suggestion, indeed, pretty much represents the actual practice of the head master in his conduct of the present competitive examination for nominations.

The "elementary schools."

In the elementary schools the means are ready to hand at once for relieving the grammar school from the duty of giving a mere clerk's education, which is all that many who now use it want, and for giving the poorest boys an equal chance with the richest of obtaining that elementary knowledge on which the competitive examination for entrance to the grammar school ought to turn.

By a clerk's education I mean the learning to read and spell correctly, to write a plain hand, to cast accounts quickly, to compose grammatically an ordinary English sentence, and to know something of the map of England and (perhaps) the world. This really is all that is meant by a "practical" or "commercial" education. It is all that a young man wants to qualify him for any ordinary office in the way of commerce or manufacture, and it is all that he goes to a "commercial academy" to learn. In special manufactures he may want some elementary knowledge of chemistry or mechanics, but this he can commonly learn best in the business; the knowledge of a modern language may sometimes be turned to account, but is seldom necessary; a small knowledge of Latin words and declensions is necessary for a druggist, and the faculty of making out an easy piece of a Latin author for one who aspires to pass the "preliminary legal" examination. These, however, are exceptional cases. The ordinary "commercial" education means simply what I have specified above, and this, I believe, may be and is adequately given at Birmingham by the King Edward's elementary schools.

These may prepare poor boys adequately both for proposed entrance examination and for business.

To satisfy myself on this point, I spent some time in one of the elementary schools, that in the Parade, which is the only one that has hitherto done much towards feeding the grammar school. I should say without hesitation that the first class here, consisting of about 30 boys, knew more all round than the six best boys in any commercial academy that I visited. I heard them do lessons in "mental" (*i.e.*, oral) arithmetic, in history and geography, in English grammar, and in Latin. Their mental arithmetic was excellent. They could do sums in fractions and decimals, in proportion and in practice, without slates or paper, with wonderful exactness and celerity. The outlines of English history and general geography they all seemed to know very well. In the analysis of English sentences there was more difference. All knew the rules well enough, but two or three were much quicker than the rest in applying them to complicated cases. Their handwriting seemed generally good. Now, here were 30 boys, of whom only five were turned 13 (15 of the rest being between 12 and 13, 10 between 12 and 11), who to the best of my judgment had already acquired all the elementary knowledge necessary for a clerk.* They might, without losing any of their qualifications in this respect, if their parents did not insist on utilizing them at once for business, be transferred to a school which should give them the chance of developing a taste for science, or literature, or even classical learning. A school which was supplied regularly with boys of 12 years old, knowing as much as these boys knew, though it might not turn out just the type of scholar now sent forth from the foundations of Eton and Winchester, would not

Evidence of this.

* Of three boys transferred from this school to the grammar school at the last competitive examination for entrance previous to my visit, one had been placed in the third, one in the fourth, and one in the fifth class of the English department. This means that the lowest of them was placed at least half-way up this department.

Relief of grammar school to be obtained thus.

fail to produce plenty of men of the sort who now get first classes at Oxford, and become wranglers at Cambridge. The elementary subjects being adequately mastered to begin with, little time would suffice for keeping them up, and the school might devote itself to the higher subjects without being open to the accusation that it turned out a great many bad clerks and accountants for the sake of turning out a very few good scholars. Such an accusation must inevitably have a certain amount of truth at present, for however careful the arrangements may be for teaching arithmetic and writing, these subjects are sure to flourish more (supposing the teacher to be competent) where, as in the "commercial "academies," they are taught almost alone, than where they are only the second or third thing in the master's, and hence in the scholar's, mind.

Steps already taken in this direction.

As a step towards making this elementary school act as a regular feeder to the grammar school, the head master (who has the supervision of the elementary school) has had Latin introduced into the first class. He will probably seek for authority to do the same in the other elementary schools as opportunity offers. If the grammar school is to act as an avenue to the universities, it is very desirable that boys who enter it at about the age of 12 should already know something of Latin. Whatever importance, therefore, might be attached to elementary "English" subjects in the entrance examination, Latin would naturally hold a considerable place in it. It follows that if boys from the elementary schools are to attain the front rank in this examination, and with it the privilege of free education, in open competition, some amount of Latin must be introduced into the first classes of these schools. In the Parade school it was being taught last autumn to about 30 boys, of whom, judging from the experience of last year, not more than a quarter could be expected to go on to the grammar school. It is taught to a great extent orally by the master, who applies very effectively to the Latin lesson the method which the boys have learnt to employ in the analysis of English sentences. It seemed that in this way the boys escaped the hopeless mystification as to the nominative and accusative cases, under which beginners in Latin generally labour. In virtue of the same method the master is able to shorten the time given to English grammar and analysis, and it is by this curtailment chiefly that time is found for the Latin. I understood that only one or two parents had objected to the introduction of the new subject, and the master finds that though the Latin lesson is apt to be less well learnt than others out of school, it is very popular in school.

Latin now taught at one elementary school.

Effect of this.

The question naturally arises whether this "modicum" of Latin can be taught to the first class in the elementary schools for the benefit of the small proportion of the boys who go on to the grammar school without injustice to the majority, and without gradually drawing into the elementary schools a higher class of boys than that which now uses them. As to the injustice, it must be admitted that it is no positive benefit to boys, who will forget them in six months, to learn the Latin declensions and

conjugations. At the same time it must be remembered that, as it is, the Latin lesson is made to a great extent a general grammar lesson. Supposing the better boys to give two hours a week to Latin for a year under a master who would make it interesting, as a good trained master can, by the oral method, and turn the previous drill in English grammar to account, they might at least learn to unravel a simple Latin sentence, which would be a great step to begin with in the grammar school.* Now of these two hours, one at least may be taken as saved from the English grammar, which would have otherwise to be taught during it. The remaining one hour a week is no great amount for the average boy to waste, if it be wasted, for the sake of opening the higher learning to his more capable brother. That a rather higher class should be drawn to the elementary schools than at present use them is, I think, desirable. The boys at the Parade school, as it is, are rather of a higher grade than those at the other three, owing, perhaps, to its situation in rather a better part of the town. Most of them are sons of small tradesmen or small manufacturers, (jewellers, for instance,) only a few of parents earning weekly wages. As this school is, or even a little higher, I should think all the elementary schools might with advantage become. They ought at least to occupy a position definitely above the schools receiving Government aid. They ought to be able to offer aspiring boys from these schools a definitely higher education. Now these schools, as it is, are used largely by the smaller tradesmen. Several boys go from them to the grammar school, and I can recal the case of one of the most promising boys in the first class of the classical department, who stayed at a National school till he was 11.† At a school (under Government inspection) connected with Mr. G. Dawson's congregation, the boys in the first class pay 9*d.* or 1*s.* a week, and several of them learn Euclid, and read Telemaque in French. There is an interval, however, to be filled between such schools and the grammar school, the grammar school, *i.e.*, as it ought to be, and the King Edward's elementary schools ought to fill it. Let them by all means receive as many sons of small tradesmen or mechanics as they can, but only on the understanding that they are to have an education distinctly above the level of a National school.

Desirable as tending to raise the elementary schools above the rank of those under Government.

A rise in the standard of education in the elementary schools would involve a greater outlay on teaching power. As it is, I doubt whether they are adequately supplied in this respect. The staff in each boys' school consists of a master (at 150*l.* a year), an assistant, at 45*l.* a year, and a pupil-teacher. For teaching nearly 150 boys, considering the age and attainments of many of them, one additional hand at least is wanted. The master at the

More outlay required on elementary schools.

* At present, as will be seen from the returns, three hours a week are given to Latin, one and a half to English grammar, in the Parade (or Edward Street) school.

† The case of this boy was remarkable, though not at all uncommon. He entered the grammar school at 11, and knowing no Latin was placed at the bottom of the classical department. His good preliminary training enabled him to rise so rapidly, that in four years he had traversed nine classes, and was within about 15 of the top of the school.

Parade school told me that though he could conduct a class of 80 boys in arithmetic, in other subjects 40 was as many as he could manage. I should think, from what I saw, that in such a lesson as English grammar, and still more in Latin, a greater subdivision was desirable. Again, the salary of the master, as no provision is made for his retirement, seems scarcely sufficient, especially if in time to come he is to be expected to teach Latin. I know of one master of a school receiving Government aid in Birmingham, whose income is considerably larger. 45*l.* a year, as I was told by the master in the Parade, is not enough to attract an assistant worth having. The only chance of filling the situation satisfactorily is to retain an old pupil in it. On the whole, if the elementary schools are to act as feeders to the grammar school, I should say that an additional expenditure of 100*l.* or 150*l.* a year on each would be necessary.*

Should fees be charged in them?

This suggests the question of the desirability of exacting fees from the scholars in these schools. At present any parent can gain admission for his child to them, as soon as there is room for him, without the payment of any fee. Among people very anxious to do away with simply gratuitous education at the grammar school, I found an impression that the time had not come for abolishing it at the elementary schools. I failed, however, to arrive at any definite result on this point. The master of the Parade school thought that a small fee would not be objected to, but that 2*l.* a year would be the maximum. 1*l.* a year would suffice to cover the additional outlay suggested above.

or entrance to them be competitive?

It has been proposed here again to apply the competitive system, so that while a small fee should be paid as a rule, free admission should be given to the best boys from the schools in the town under Government inspection. In this way a regular ascent might be possible for the promising son of a mechanic from the National or British school to the grammar school, and from it to the University. The chief objections which I heard to such a plan were, first, that though in exceptional cases a boy might be able to turn to account the opportunities of higher education thus afforded him, yet generally a double change of school, in a space perhaps of two or three years, would be bad for a boy; secondly, that the character of the National or British schools would be lowered by the regular loss of their best boys as soon as they came to the front, and that thus an injury would be done to their masters. The injury would be greater if they were Dissenters, as they could not then hope to get masterships on King Edward's foundation. It is of some significance that the master of one of the best of these schools, who made the last objection to me, added that if the change, which lowered the standard of his school, were part of a scheme which made free entrance to the grammar school a privilege to be gained by competition, he should at once abandon his school, and make a much larger income by preparing boys for the entrance examination.

* This is irrespective of the department for girls.

Whether the above plan were carried out or no, picked boys from the National and British schools might be sure of winning their fair share of free admissions to the grammar school in the most unrestricted competition, if the line of examination already adopted is continued or extended. The apprehension that as the standard of the school rises it will gradually be modified, so as to be more like the examination for entrance to the foundations at Eton and Winchester, is, I think, unfounded. Any head-master would see that a school, situate in a noisy street in the middle of a smoky town, can never hope to draw largely on the "genteel" classes. His chance of working it with distinction depends (speaking generally) on his success in getting the cream of the boys whose parents, as a class, want a mercantile education for them, and in stimulating them to seek the "higher culture." To do this he must take, as his test of promise, proficiency in the recognized elements of a mercantile education. Of what may be expected from the better National school-boys in an examination in these elements, a sufficient sign is afforded by the results of the "Birmingham prize education scheme." The managers of this scheme offer special prizes to boys educated in schools under Government inspection in the following subjects: arithmetic, ordinary and "mental," English history, geography, dictation, letter-writing, and English grammar. Now these are just the subjects which, with the addition of Latin, constitute for boys under 12 the programme of the competitive examination for priority of entrance instituted by the present head master. Under the prize scheme at the examination last preceding my visit to Birmingham, five boys *under* 12 got special prizes for ordinary arithmetic, six for mental arithmetic, three for geography, six for dictation, two for English history, one for letter-writing, one for grammar. Having seen the examination papers, I am convinced that these prize boys, even without the knowledge of Latin, of which they might probably learn a little in extra hours, would be quite sure of getting admission to the grammar school by competition according to the present system, and that on any new system which gave 20 per cent. of the admissions free, making payment the rule, supposing the entrance examination to remain the same in principle, they would have a good chance of gaining their freedom. The real difficulty would be to tempt the parents of such boys to consent to the continuance of their education after they had learnt everything necessary for practical purposes, and had become available for earning money.

Proposed change would not be exclusive of any class.

Enough has probably been said to show that with the existing appliances for preliminary education, boys of the poorer "middle class" might hold their own in any well-managed system of competition for free entrance to the grammar school. The grammar school might make a wider sweep of the best boys of this class by increasing the number of its affiliated schools. The four that now exist are all, I think, within a radius of a mile from the Exchange, which is the practical centre of the town. The class of small shopkeepers is very strong in many of the suburbs, and three or four more elementary schools might be established in these, *e. g.*,

Desirable to extend number of elementary schools.

at Aston, on the Coventry and Moseley roads, or even at Smethwick, with great advantage, and perhaps with a prospect of drawing more boys likely to go on to the grammar school than are attracted by those in the centre of the town. The wants of the middle class in these suburbs are very inadequately supplied by private schools. This is indicated by the success of the Bridge-trust school at Handsworth, which on being established in a region where there had only been one or two struggling private schools before, though it charges a fee of 4*l.* a year, at once drew 100 boys, and within a year rose to 150.

Such suburban affiliated schools would naturally tend to take a higher standard than the existing elementary schools. They would do so for two reasons; firstly, because the suburbs are better provided with schools for the poor than the old parts of the town, which the rich have deserted; secondly, because the shopkeepers, who *reside* in them, are on the whole a higher class. These schools would in fact be parallel, in respect of the boys who would attend them, to the existing commercial academies.

Relation of the grammar school to the private schools.

This brings me to the general question of the relation of the grammar school to private schools. Here two facts deserve special attention. (1.) The more educated class of parents using the grammar school, who naturally do not like (supposing them to be able) to send them to it very young, feel a want of adequate preparatory schools for them. There are several ladies, chiefly about Edgbaston, who keep schools for little boys, and the masters of the grammar school assured me that, with the exception of the boys from the King Edward's elementary schools, those prepared by these ladies were generally the best prepared. This, however, does not satisfy the want, for a boy outgrows a lady's school before a sensitive parent would think him old enough to be knocked about at the grammar school. (2.) The number of boys attending schools of any kind, public or private, professing to be of the "middle" kind, in Birmingham and its suburbs, seems much smaller than it ought to be. The population of the borough of Birmingham and the contiguous parishes was, I believe, in 1861 365,742, having grown to this from 273,328 since 1851. Probably it might fairly be reckoned at 400,000 in 1865. Now, so far as my experience has gone, even with the present low standard of middle education, 6 in 1,000 is a fair proportion to expect to be in attendance at middle schools. There ought, accordingly, to be 2,400 at such schools in the above district. I cannot, however, account for anything like the number. The grammar school, with its branches, will account for 1,000; the Edgbaston proprietary school and the Bridge-trust school at Handsworth * for another 300. With regard to the private schools, I could not succeed in getting precise information, but I do not think they will account for more than another 400. This gives a total of 1,700 as against the expected 2,400.†

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* A good many of the boys at Handsworth come from West Bromwich and other places outside the district which I am considering.

† See Note A.

Two inferences, it would seem, may safely be drawn from these facts. The existing private schools, on the one hand, are not of a kind to suit parents whose requirements are at all high, and on the other they fail to get any sufficient hold of boys of the lower middle class. Here, then, is a gap for the grammar school, so far as its funds allow, to fill. It may naturally be objected that the demand, if a real one, will attract its own supply; that the educational want, if it is really felt, will be satisfied by private enterprize. The answer to this is, firstly, that with people so ill educated as small tradesmen and manufacturers commonly are, the supply of education must precede and create the demand; secondly, that at Birmingham the grammar school, as hitherto managed, has tended to prevent the required supply being furnished by private enterprize. A private schoolmaster at Birmingham has at present three principal difficulties to contend with: (1) the competition of cheap boarding-schools in agreeable localities; (2) the impossibility of making his terms high enough to do his work really well; (3) the premature and irregular departure of his pupils. With the second and third of these difficulties the grammar school has a good deal to do. It is true that the terms of the private schools at Birmingham, varying from 4*l.* to 6*l.* a year, are not lower than those which I found common elsewhere, but in the "midland metropolis" one would expect them to be higher than in country towns. At any rate one would expect to find certain private schools of a higher kind, such as that kept by Mr. Langley at Wolverhampton, charging 10*l.* or 12*l.* a year for day-boys. I am not aware of any such school in Birmingham or in its suburbs, nor of private day-schools can I recall more than two that ever send in for University local examinations, and these two only send in at considerable intervals.* The simple explanation of this low standard is that a private school cannot hold up its head against the competition of a rich grammar school which is really in good repute, and gives its education for nothing. A father will neither pay much for his son's education, when he knows that his neighbours are paying nothing at all, nor, in a general way, will he keep him at the school where he has to pay, after he gets a chance of sending him where he will not. Hence the complaint heard everywhere from private schoolmasters, that they lose their boys as soon as they begin to make something of them, is heard with special frequency at Birmingham.

Bad effect on them at present.

No one would complain, on general grounds, of boys being transferred from the private schools to the grammar schools. On the contrary, it is the best thing that can happen to them. The evil is, that so long as the transfer is made in the present irregular and unrecognized manner, it lowers the private school without bringing any countervailing credit to it or benefit to the grammar school. If, on the other hand, the transfer were only made as the result of a public examination, held at regular intervals which should exclude all but those who know as much as a well-taught

It might insensibly affiliate them.

* See Appendix on Private schools at Birmingham.

boy of 11 or 12 years old ought to know, and should gain for those who excel in it free education as an exceptional privilege, then, instead of being injurious to the private schools, it would offer them a definite distinction to aim at. It was not to all the private schoolmasters that I could bring the possibility of such an altered system sufficiently home, to ascertain how far they would acquiesce in it. It has already been introduced imperfectly by the competitive examination for priority of entrance, and I found one school for small boys—very good of its kind—at Sutton-Coldfield, of which the master was distinctly laying himself out to prepare for this examination. Others were evidently disposed to do the same as soon as the examination should have attained a certain amount of recognized dignity. Others, again, spoke with contempt of the commercial education afforded by the grammar school—a contempt, as I generally found, applicable to a past condition of the English department—and considered that under any system they would maintain a rivalry with it. Some of these would probably find it more for their interest, if the system above indicated were carried out, to acquiesce in the position of preparatory schools. Others would, no doubt, still have an independent work to do, especially in the discipline of dull, idle, or backward boys, and these would have reason to be thankful for a change which, by preventing the education of such boys for nothing at the grammar school, would raise the price of it in the private school.

Any need of preparatory schools distinct from elementary ones?

The change in the character of the private schools, which might thus be expected to follow from the proposed change in the mode of entrance to the grammar school, would go far to supply the want of good preparatory schools now felt by the more educated class. This is to be borne in mind in considering schemes that have been suggested for the establishment of a preparatory school out of the funds of the grammar school. These schemes may virtually be reduced to two, one for establishing a separate preparatory department in the same situation as the present school; another for establishing several smaller preparatory schools in the suburbs. The first of these is favoured by the head master, though I do not know that he would be opposed to the other. He believes that it would be possible, by building at one end of the present play-ground, to accommodate 500 more boys, at a cost of about 6,000*l.* He believes that a large increase in the numbers of the school is desirable, with a view to creating a more effective competition towards the top. The governors have also had a plan under consideration for building on the present site with the same object, but at a much larger cost. With regard to any such scheme it is to be considered whether it is desirable (1) to burden the head master with the supervision of more boys than he already has under him; and (2) to bring the little boys into the middle of the town. On the first point the present head master will forgive me for saying that, great as his energy is, he has already quite as much on his hands, in the way of general management, as is consistent with the retention of the freshness necessary for the

effective teaching of the first class. On the second, it must be remembered that most of the boys for whom such a school would be wanted, supposing the elementary schools to do their work properly, are of the class that resides in the suburbs. The little boys would, many of them, be unable to go home between morning and afternoon schools, and would, in consequence, have to hang about the streets and get dinner at cook-shops.

This need would ultimately be met by private enterprise.

As to the establishment of a special preparatory school (or schools) in the suburbs, my own notion would be that the establishment of suburban schools, on the plan of the present elementary ones, ought to take precedence of it. The latter would supply a want not likely otherwise to be supplied, while the work of the preparatory school, as soon as admission to the grammar school was made something of a distinction, would, I should expect, be largely done by private establishments, which would find their account in doing it well. It was suggested to me by a private schoolmaster that the grammar school might, with advantage, subsidize private schools that should be found to act effectively as preparatory to it. The suggestion was significant in several ways; but such schools, I think, if they did their work well, supposing the gratuitous system at the grammar school to be abolished, would find themselves sufficiently subsidized by parents. If the governors determined to establish a suburban preparatory school, their unoccupied land at Lady-wood would give them an excellent site.

Three standards of admission desirable.

One other suggestion with regard to the admission of scholars remains to be noticed. In an appendix to the report of the local "School-reform Association" it is proposed that there should be two standards of admission, one for boys between 10 and 12, another for boys over 12. A distinction of the same sort is made in the head master's programme for the competitive entrance-examination. It has been thought by some that it might be desirable to have a third entrance-examination for boys above 14 or 15, and that some of those who excelled in it should be admitted free, though residing beyond the limits of the contiguous parishes, within a radius (say) of 10 miles. The object of this would be to constitute a sort of affiliation of the neighbouring grammar schools at Solihull, Sutton-Coldfield, Yardley (Hall-Green), and Walsall, and of the Bridge-Trust school at Handsworth, to the Birmingham grammar school. None of these schools have exhibitions, except an insignificant one at Walsall, and they hardly ever keep a boy beyond 16. They are thus scarcely able to give any one disposed to stay longer an effective education for the University. The Birmingham grammar school, which is quite available as a day-school, by use of the railway, for a resident at any of these places, might add the requisite supplement and furnish a passage to the Universities. For this purpose, however, a change would have to be made in the local restriction on eligibility to exhibitions imposed by the scheme of 1831.

Why?

Change of local restrictions in regard to exhi-

According to this, a candidate for an exhibition, resident in the *parish*, is, if qualified, to have a preference. The qualification is

bitions necessary.

understood to be fitness to pass his examinations at the University As has been already stated, the *parish* is not conterminous with the borough. According to the census of '61 it contains 212,621 inhabitants, as against 296,076 in the borough. Another 64,000 may be added for the population of the adjacent parishes, entitled to send boys freely to the grammar school. The whole number of boys in the school, therefore, should be to those having a preferential title to exhibitions as about 5 to 3. Really, owing to the gravitation of the respectable classes away from the centre of the town, the proportion is a good deal larger. At the examination last Midsummer of five candidates for exhibitions, only one was resident in the parish. He was decidedly the worst of the lot, but being qualified was necessarily elected.

Among distinguished *day*-scholars, genuine Birmingham boys, whom the present rule has excluded from exhibitions, may be mentioned the present Professor Lightfoot, of Cambridge, and Mr. Humphrys, who has just got one of the Chancellor's medals at Cambridge. A few years ago the son of a widow at Handsworth, in order to qualify himself for an exhibition, took a lodging at considerable expense and inconvenience within the parish, at which he used to sleep. The governors have since made an ordinance requiring three years *bonâ fide* residence of the parents within the parish, in order to constitute a qualification.

The removal of this restriction in favour of the parish is universally desired; but in order to give effect to the plan mentioned above, it would be necessary to deal further with the secondary preference of inhabitants of contiguous parishes, and substitute for it a preference of residents within ten miles. Such a change might provoke some opposition, which, however, might be propitiated by the foundation, when the school funds allow it, of an additional exhibition. The proposed affiliation would be sure to draw good material to the school, and is the more natural, as all the grammar schools mentioned, except that at Walsall, are in places which are, or are becoming, respectable suburbs of Birmingham. I have before my mind one boy in particular at Sutton-Coldfield, whom his father told me he should certainly send to Birmingham if he were eligible for an exhibition, and who, according to his present promise, is likely to gain distinction at the University. At Handsworth I heard of another case of the same kind, but had not an opportunity of becoming acquainted with the boy in question.

General result of proposed changes.

The general effect of the scheme above delineated, which in its main features, even when I have not so presented it, expresses the opinions of people of importance in connexion either with the town or with the school, would be to make the present grammar school a central high school, having affiliated branches. Supposing it to be carried out, a parent proposing to send a son to the grammar school, would be situated as follows. He would in the first place be relieved from all the annoyance of seeking for a nomination, and from the uncertainty as to when it would be obtained. He would know that at a certain time, without asking any one's

favour, he would have to present his son for examination, for which the elementary schools, perhaps at a trifling fee, if he chose to avail himself of them, would furnish an adequate preparation. If the son found himself among the first quarter, or so, at the examination, he would be admitted free. If he failed to reach this position, but still passed, his father would have to consider whether he should enter the grammar school at a fee, or take another year or two of education at the elementary school, so as perfectly to fit himself for a merchant's or manufacturer's office. Supposing him not to succeed in passing, and to be too old to try again, this would of itself be an indication that he was the sort of boy for whom continued education at the elementary schools, or (if he were in a better social position) at a private academy, would be more suitable than an effort after classical or scientific accomplishment at the grammar school.

They would not involve hardship to any one.

After using my best endeavours, I was unable to hear of any cases in which such an arrangement would act as a real hardship. There are, it is true, at Birmingham, over and above the class of small shopkeepers to be found everywhere, a large number of people who might be reckoned either among the "working" or the "middle" class, according to the definition taken of each class.* According to the Government "Reform Statistics," they would be reckoned "workmen," for they work with their own hands, having commonly an apprentice and a journeyman or two under them. Many of these people who now send sons to the English department of the grammar school would probably be prevented from doing so by any considerable fee. I recall the case of a young man, for some time head of the English department, and who had clearly derived a good deal of real culture from it; whose father, a brass founder in a small way, sent another son to a school where he only paid about a shilling a week. This may be taken to represent the father's natural standard of payment. A higher fee, charged at the grammar school, would have prevented him from sending his son to it, which would undoubtedly have been a very great loss. It is noticeable, however, that the son whom he did send had been previously educated at one of the elementary schools, to which he chiefly ascribes his success at the grammar school, and would have been quite sure to win his freedom in a competitive examination on the system indicated above. If he had not had the ability to do so, it would have been no hardship to him to continue at the elementary school. On the whole I found that although my suggestion of the propriety of paying fees, in conversation with late pupils of the school, was generally met at first by the objection that it would exclude a great number, yet it afterwards appeared that those among the number whose exclusion would be undesirable, would be sure to obtain free admission by competition, and that the rest, being of the class called by their

* These people work chiefly as brass founders or "jewellers." Statistics with regard to them will be found in a paper on the trades of Birmingham, read at the last meeting of the British Association, and published in the association's report.

schoolfellows "roughs," would be better at the (improved and extended) elementary schools. The other objection which I heard from the same quarter, that if freedom were exceptional free boys would be despised, though it would be valid if the freedom were eleemosynary, would not apply if the freedom were made the reward of intellectual merit. To admit it would be to contradict all the experience derived from similar systems elsewhere.

What should be the amount of the fee?

As to the proper amount of the fee, I venture to think that the "School-reform Association," was disposed to place it too high. They propose to fix it at half the cost of education of each boy. By reckoning under the cost of education the money spent on payment of exhibitioners, the management of the estate, secretary's salary, &c., they make this cost about 20*l.* a year. The fee accordingly would be 10*l.* a year. They are in favour, moreover, of making the fee for the English department less than that for the classical, on the principle that education in it costs less.

A fee of 10*l.* a year would, I think, effect a much larger exclusion than is desirable. There is no private school in the town, so far as I know, which at present charges more than 6*l.*, and the case of the Edgbaston school is not in point. It has no endowment, is situate in a genteel suburb, and is meant to be more select than the grammar school, if it is to be in any large measure fed by the elementary schools, can ever hope to be. The selectness of the grammar school ought to be of a different kind, a selectness secured not solely by the fee, but also by the standard of the entrance examination, which from its relation to its own elementary schools it has peculiar facilities for keeping up. I should think the fee commonly charged by the private schools, *i.e.* from 4*l.* to 6*l.* a year, would for the present be enough. 4*l.* a year is the fee at the Bridge-trust school at Handsworth, which succeeds admirably. 6*l.* a year on each boy would in fact cover nearly half the sum spent on *actual teaching power* at the grammar school.

Fee should be the same for both departments.

The head master objects to the plan of making a difference between the fees payable in the classical and English departments as tending to lower the position of the latter. At present, so far as I could make out from boys who had lately left, there is a certain amount of caste separation between the boys of the two departments which a difference of payment would tend to fix and perpetuate. It would also tend to commit the governors to the maintenance of the present division into departments, which as I shall afterwards point out, is or may become of questionable utility, nor is the doctrine that the fee should be proportionate to the cost of education one which it is desirable to press. According to strict economical principles it ought doubtless to be so, but educational endowments are inconsistent with strict economical principles altogether. They in fact act as bribes to parents to seek a higher education for their children than they otherwise would, nor, in a place where the temptation to put boys to business early, and the aversion to the "higher culture" as unpractical, are strong, can this bribery be better bestowed than in inducing parents to prefer the "classical" to the "English" education for their sons

by offering them the more costly educational article at the same price as the less.

Of the money gained by the exaction of fees, the greater part might with advantage be spent within the grammar school on increasing the number and pay of the masters, on founding scholarships tenable at the school, and perhaps on founding new, or increasing the value of the present, exhibitions. Whatever arises from the natural increase in the value of the school property may then be spent on the extension of the elementary schools. This increase will in all probability be rapid and large. It will depend partly on the letting for building purposes of the vacant land belonging to the school at Ladywood. The letting of this can only be a question of a few years. Within 10 years the annual income of the school, which is already 13,000*l.*, may fairly be expected to have reached 20,000*l.*, with a prospect of continuous increase afterwards, as leases fall in. The cost of the improvement in the existing elementary schools, which I have spoken of as desirable, might be covered by the exaction of a yearly fee of 1*l.* from each pupil. This being off their hands, I do not see why the governors should not at once set about building four additional elementary schools. The yearly cost of the existing four for girls as well as boys is, I believe, about 2,800*l.* By the time the new ones were built, the governors might expect, I should think, to have this additional amount of yearly income at command. If not, they might begin with admitting boys only, though (as I shall explain elsewhere) it would be most desirable, as soon as possible, to supply additional accommodation for girls. On all points connected with finance, however, I speak with special deference to the judgment of the governors. Future disposal of income.

In concluding what I have to say on this part of my subject, I will observe once again that the changes in the existing system which I have suggested, and which in substance would, I believe be acceptable to many or most of the governors, can only be carried out as a whole by a new scheme, and that to carry such a scheme through Parliament will scarcely be possible without some concession to the town as to the constitution of the governing board. As the governors, I am convinced, have a single eye to the welfare of the school, I should not be surprised to hear that some such concession was under consideration by them.

(B.) In regard to the internal working of the school, the first thing to notice is the division into two departments, the "classical" and the "English," in which the curriculum of instruction is wholly different, and which are not taught together on any single subject. The Act of 1831 provided for the building of two new schools, one to be classical, the other to teach "the modern languages, arts, and sciences." These were to be in different situations. The former was to be built on the old grammar school site, the latter in Peck Lane. The classical school—the existing structure—was built first, and was so costly that when it was finished there was no money to build a commercial school on a different site; accordingly, in virtue of an Act of 1837, it was arranged that the commercial Division into departments. Its origin.

school should be held in the same building as the other. The room originally intended for a library was devoted to it, and in this, ever since its establishment in the following year (1838), it has continued to be held.

And history. For some time the English department continued to hold quite a secondary position. According to the scheme of 1838, a master was appointed to teach it at a salary of 250*l.* a year, to whom an assistant was assigned. For some time these two masters had the sole teaching of it. Its position gradually improved, but no considerable change was made till 1860, when by an ordinance of the governors it was arranged that the second-master of the school, who had formerly been engaged in the classical department, and whose income is over 550*l.* a year, in addition to a house and liberty to take 12 boarders, should have the management of the English department. The second-master who first undertook this charge was Mr. Neville Hutchinson, now teacher of chemistry at Rugby, and under him, according to all accounts, this department made a great start. Now, except so far as the instructions of the head master are given solely to the classical school, the two are nearly on a level in respect of teaching power. Of 10 ordinary under masters, six work under the head master in the classical, four under the second master in the English school. Of the work of one German, two French, four arithmetic and writing masters, the English school gets its full share. The mathematical master now confines himself to the classical school. The number of boys in the two schools is about equal, but nominations for the English department are in by far the larger request. The proportion between applications for them and applications for admission to the classical department was stated by some of the governors to be as two to one, by others to be as four to one.

Functions of each. Of the several functions of these two departments, the best general notion may be given by saying that on the whole the classical department has set itself to teach classics, with a supplement of mathematics, and little else; that the English department sets itself to give a boy a clerk's education, with the addition of some knowledge of Latin, and (supposing him to complete the course) of English literature and history, French and German, mathematics and chemistry. A boy of ability, who went through the classical school, would be as thoroughly qualified, except in mathematics, for Oxford or Cambridge as school could make him. One who stayed in the English department till 16, and spent the last two years in the first class, would probably have learnt enough Latin to make out 30 or 40 lines of Virgil in an hour, would have gone some way in trigonometry, would havegot up four or five plays of Shakspeare well, would know the outline of English history, and enough French or German (not generally both) to read an ordinary book or write an ordinary letter, would have had a good deal of practice in writing English, and have learnt enough chemistry at least to be very much interested in the subject. As preliminary to this, it would have been his own fault if he had not learnt all that a clerk needs to learn, except book-keeping, though very

likely during his last two years at school he would have lost some of his readiness at accounts and spoilt his handwriting. It must be remembered, moreover, that the above account only applies to just the cream of the boys, and that in respect of the English school it represents a state of things that has obtained only during the last three or four years, and has scarcely yet found its way into popular appreciation in the town.

Kind of boys using each.

Between the classes of boys severally using the two departments it is difficult to draw a more definite distinction than that the classical boys are on the whole more "genteel." The more wealthy merchants and manufacturers, those, at least, whose wealth is of longer standing, generally send their sons to boarding schools. If they sent them to a day school, it would be most likely to the Edgbaston proprietary school, especially in case they were Dissenters. The professional men of the town, on the other hand, generally make use of the grammar school. The medical men, from the nature of their calling, are still unlikely to withdraw to the suburbs, and I was told by one who ought to know that probably four-fifths of them had themselves been educated at the grammar school. These naturally send their sons to it. The clergy and dissenting ministers, and to a considerable extent the solicitors, do the same. The professional class, then, may be reckoned the first element in the constituency of the classical school. I do not suppose that any one belonging to it ever sent a son to the other department.* Any one, again, who had been much in contact with educated people, or who believed his son to have what is called "a turn for books," would prefer the classical department. Others, again, would select it from a vague notion of its being higher in social estimation; others, lastly, would accept a nomination to it, simply because it can more quickly be obtained. Any one who distinctly meant to put his son to some business at or before the age of 16, would naturally send him to the English school, though he might take the other as an alternative. As a matter of fact many boys do leave the classical department for business under 16, as will be seen from the returns.

The distinction of departments, then, does not correspond to that between the "classical" and "modern" departments at such schools as Cheltenham or Marlborough, where the "modern" prepares specially for Woolwich, or the civil service, or civil engineering. It represents a distinction of social circumstances as much as or more than a distinction of educational objects. The course of education in the classical department is determined exclusively with reference to the old Universities, yet not more than about four boys a year, excluding boarders, go from it to these Universities. From the English school, again, almost all the boys

* Of 10 day boys in the first class last summer, four were sons of professional men. In the third were nine sons of professional men, nine sons of men in various kinds of business, the rest being sons of widows or boarders. One of the masters of the fourth and fifth classes (there are two parallel fourths and fifths) told me that of about 25 boys under him seven or eight were sons of medical men.

become clerks in offices of various kinds, but the course of study in the upper classes of this department gives no special qualification for such clerkships. A boy from the third or fourth class—as I learnt from late pupils of the school, who, after gaining some real culture, were toiling at desks—would be quite as well fitted for them as one from the first. The state of the case may be put in short thus:—The education *necessary* for commercial life, the school, in its English department, now adequately gives—gives, however, in its lower classes, and no better than it is given at one of the elementary schools or at a good National school. It also gives an education which qualifies, if pursued, for the highest distinctions at Oxford and Cambridge. The education, however, given in the higher classes of the English school, and to all those in the classical school, except the few who go to Oxford or Cambridge, is one having no special reference to any office or distinction to be obtained after the education itself is over. I do not say this in condemnation of the school. It is not that the boys, in large numbers, want a particular kind of education for their after life, which the school refuses to give, but that the education necessary for this purpose is too scanty to fill the course of a school whose standard is decently high.

On this part of the subject the questions which it seems important to answer are the following:—(1.) Does the school give the education which it professes to give for practical purposes as effectively as it might? (2.) Does it do all that might be done to supplement this education by general culture? (3.) Are there any lines of life the education for which is in any demand, and is not supplied by the school? (4.) Could more be done than is done by the school to tempt its pupils to reach a higher calling—one, at least, which requires a more learned education—than that to which circumstances naturally lead them?

Defects of practical education.

(1.) On the first of these questions, there has no doubt been a general notion in the town that boys from the grammar school have not been well trained as clerks. They have had the reputation of writing badly, and being bad accountants. These are the points on which I generally found that the private schoolmasters of the town believed themselves able to do more for an average boy than the grammar school did. The merchants, however, are very ready to take boys from the grammar school as clerks, and I believe that the complaints made against it refer properly to a past period, when the masters in the English department were not numerous enough for their work, and before certain changes introduced by the present head master had taken effect. The most important of these concern the teaching of arithmetic. In the early days of the English school, very poor provision was made for this. The chief present arithmetical master told me that when he first came he had to teach arithmetic unaided to all the boys of the English school, 210 in number. There was then only one black board in the school. After additional arithmetical teachers had come to be employed, there still continued to be no distinct arithmetical classification, and the ordinary masters took no part

Reasons.

Formerly inadequate provision for arithmetic.

in teaching it. As a boy's place in the school depended chiefly on his merit in other subjects than arithmetic, it would constantly happen that the same arithmetical work was being done by boys utterly different in arithmetical knowledge, to the great discouragement and hindrance of those who were advanced in it. A boy from the elementary schools, transferred to the grammar school, would at that time rather lose ground than otherwise in arithmetic, as one or two such boys told me had been the case with themselves. At present the separate classification for arithmetic in the English school is nearly, though not quite, complete. The boys in the two upper classes form one group, which is rearranged on a mathematical basis three mornings a week. The classes below the second form another group, which is rearranged on an arithmetical basis three afternoons and one morning during the week (six hours a week in all). The best 20 of this group form a class by themselves. They belong commonly, I was told, to the lower classes in general work, being often boys from the elementary schools. Below this 20 the arithmetical classes are rather larger, but still do not contain more than 30 each. The ordinary masters being now employed to teach arithmetic in addition to the special arithmetical masters, they are smaller than the classes for general work.* Special examinations in arithmetic are now held throughout the school at stated intervals during the *half* year, and special prizes are given for it.

According to the above arrangement, it can scarcely be said that arithmetic is neglected in the English school, and the teachers are admitted on all hands to be very efficient. At the examination last Midsummer, my colleague, who attended to that department, pronounced the arithmetic to be on the whole quite satisfactory. To this branch of education, however, as to others, the outward arrangements of the English school cannot but be prejudicial. This school is taught altogether in one large room, which is very noisy (as it faces New Street, the busiest thoroughfare of the town), and decidedly over-crowded. To accommodate more scholars, a gallery has been erected at each end of the room, and in each gallery about 50 boys are taught. Under one of the galleries is a class-room, separated by glass doors from the body of the school-room.

Masters and pupils are unanimous in describing the noise of this room as most distressing. The junior classes in the galleries suffer the most. In each gallery is one master, having to teach in one case 50, in the other 57 boys. This is a considerable number for one man in any case, and the difficulty is increased by the boys under each master being divided into two classes, one of which learns a lesson or writes something while the other is being

Noise in English school.

* The result of the above management is, that if a boy is carried by his general work into the second class he has to give more time to mathematics than to arithmetic, though his knowledge of the latter may be far from complete. Instances of this kind are not uncommon; and so far the arithmetical classification is not yet perfect.

heard. The arrangements do not allow of the master properly overlooking one class while he hears the other. He is troubled at once with the buzz of the learning class on one side of him, with the murmur ascending from the classes below, and with the roar of wheels in the street.* He is at the same time breathing the atmosphere natural to the upper regions of a crowded and ill-ventilated (though lofty) room. The teachers and boys on the floor do not suffer quite so much, but still considerably, As there is not room for all the boys under one master to write at once, the master (who always has, nominally or virtually, two classes,) has one part of his boys standing round his desk to say a lesson while the rest are learning or writing. Over the latter he cannot maintain a proper supervision, and, as they sit writing at double desks, so as to face each other, they are very apt to keep up a game involving more or less noise all the time. Each master, again, in turn, except the lowest, carries off one of his classes to the separate class room,† and meantime his other class is left in the large room, with no one to keep it in order but the second master (master of the English school), who is responsible for the general order of the room, but is all the while teaching or looking over exercises himself.

The result, even under good management, is an amount of sustained noise, increased by a strong echo in the room, which makes a stranger wonder that any teaching can go on at all. After long habituation to it, the late second master told me that teaching in the English school cost double the labour that it would in a quiet room, and produced only half the effect. The late pupils of the school speak to the same purpose. One of them, whose experience was of a period six or seven years ago, told me that towards dusk on an autumn or winter afternoon, the English school "became a "mere bear-garden." The discipline has probably been more effective lately, but those who had left the top of the English school within the last year or two all agreed in saying that during a lesson round the master's desk in the great school, especially if the lesson was in mathematics or a modern language, the noise was very distressing, and that they got twice as much good from a lesson in the separate class room.

Preliminary ignorance.

It is very likely that sometimes a dull or idle boy, knowing hardly anything to begin with (which is the case with many who enter the grammar school), amid this noise and distraction may remain virtually untaught in the elements, however good the teaching may be, and that such an one, on his removal to a well-managed private school, just when he is beginning to be ashamed of his ignorance, may, with the more direct personal attention which he there receives, improve rapidly in elementary knowledge. It is very likely, also, that such a boy might learn spelling, writing,

* I found myself that, as I stood by the master's side in one of these galleries, I could not hear half of what the boys said, though his more practised ear seemed able to do so. As the boys stand round him in three sides of a quadrangle it must be very difficult for those on one side to hear what is said by those on the other.

† Each master has the use of this for about $1\frac{3}{4}$ hours a day.

and arithmetic more effectively where virtually little else is attended to, than where, as in the grammar school, they are the accompaniments of Latin and other subjects. This is probably the true account of the cases often mentioned to me (without details) by private schoolmasters, of boys who have come to them from the English department of the grammar school, ignorant of the elements, and under their care quickly acquire them.

Remedies.

The remedy for such cases of elementary ignorance (which already, I think, belong rather to the past than the present) is to be found, as I have previously stated, rather in the improvement of preliminary education through King Edward's elementary schools or otherwise, than within the grammar school itself. A boy from the first class of the elementary schools, as I have good evidence for saying, would be able to do accounts or write a business letter sufficiently for practical purposes before entering the grammar school. When in it he would only require to keep up what he already knew. The elementary part, however, of the education in the English department of the grammar school would improve like all other branches with the improvement of the accommodation for teaching. More room is imperatively required. The boys now taught on the floor might, perhaps, with an additional class-room be adequately provided for, but the gallery classes ought to be removed altogether. Such removal, I should think, was required on sanitary, if on no other grounds. One additional master also is certainly wanted for the lower part of the English school.

Boys in the classical department who should rather be in the English.

So much for the English department. Many of the complaints, however, which may be heard in Birmingham as to the neglect of practical education in the grammar school refer really to the case of boys who have been placed in the classical department, and then removed for business at or under the age of 16. That such boys should not be found well qualified for their work is very natural. Distraction through noise and overcrowding cannot indeed be now complained of in the classical school. The room in which it is taught is considerably larger than the other, and, unlike it, was originally meant for a schoolroom. It lies also away from the street. But though it only had to accommodate as many boys as the other school, it was found inconveniently full, till on Mr. Hutchinson's resignation of the office of second master, some rooms in his house, which is part of the school building, were converted at the instance of the head-master into class-rooms. This made it possible to withdraw four classes altogether from the great schoolroom, which cannot now be said to be either too full or noisy. If the classical school now fails to give a clerk's education adequately, it is because its object is different. It has as yet no separate classification for arithmetic, and marks for this subject have not much influence as compared with those for Latin and Greek on the promotion from class to class. In the six lower classes about three hours a week are given to it. The teachers are able, and the classes are small, but a boy not well trained in it to begin with would be very likely not to learn it well, simply

System of the former purely classical.

from finding it treated as quite a secondary subject. Supposing him to leave for business at 15 or 16, when he has reached the fourth or fifth class (and this is a very common case), he will probably for the two previous years have attended to hardly anything but Latin and Greek, and if he learnt a "good round hand" in the lower classes, will have lost it for a scribble with writing exercises in the higher. He will, in fact, be much less fitted for a clerk than a boy from the elementary schools. What is wrong here, however, is not the teaching of the classical school, except in so far as it fails through want of a separate arithmetical classification, but the arrangement through which the boy was placed in the classical school at all. This points to a fault in the relation between the two departments, which will be considered more fully afterwards.

Hence little general cultivation of inferior boys.

(2.) On the second of the questions mentioned above—Does the grammar school do all that might be done to supplement the practical elementary education by general culture?—what has just been said of the classical department has an important bearing. It would certainly seem that a boy who does not rise above the fourth or fifth class in the classical school, and leaves it at 16, gets very little "general culture" indeed. Setting aside the amount of arithmetic specified above, and a little Euclid which he only learns when he reaches the fifth class, he will have learnt scarcely anything but the elements of Latin and Greek. Of geography he will have learnt something in the lower classes, but as it is dropped in the higher he will probably have forgotten it. Of history, unless he has had some special interest in it, he will have learnt next to nothing. One hour a week is given to history (ancient) in the fourth and fifth classes, and not so much as this *regularly* in the third. It is not, I think, generally taught with much spirit, and no regular cycle of periods is arranged. A boy, who has read one period of history in one class, reads the same, perhaps in a different manual, on his promotion to the next. French, now that means are provided for teaching it in a separate class-room, (a provision universally admitted to be most beneficent,) he will have had the opportunity of learning well, but as attention to it will have had very little comparative influence on his promotion in the school, the chances are that he will have neglected it. Latin and Greek, in short, have been supreme in his education, and he has learnt enough of them to make out Cæsar and Xenophon with difficulty. Within a couple of years, probably, of his beginning commercial life he will remember a few examples from the Latin and Greek grammar, and nothing more.

This exclusive attention to classics is felt as an evil by parents who have sent their sons to the classical department, not from chance or from a notion that it is the more distinguished, but from a distinct desire that they should obtain some amount of classical knowledge. In the case of boys who rise higher and stay longer than the one I have supposed, though the evil may be less as the amount of classical knowledge gained is greater, still, unless they

are intended for Cambridge, the want of all supplementary cultivation is to be lamented. Among the discontented parents, however, though there was a desire for more history, more modern languages, more physical science, as the case might be, I did not find any desire for an essential curtailment of the classical studies. The question, therefore, seems to be, Can the classical character of the classical department be kept up, and at the same time more provision made for general cultivation? As matters stand at present it requires an absorbing and exclusive effort to keep up the classical standard in the upper part of the school. Anything, therefore, which tended to lighten this necessary effort would so far facilitate the introduction of supplementary studies.

Hard to maintain classical standard on any other system.

The difficulty of maintaining the standard is due, I believe, mainly to three causes: (α), want of preliminary education; (β), the exhaustive drain of boys from the middle of the school who leave for commercial life, and the consequent rapidity of promotion; (γ), a certain want of spirit in the junior masters, due mainly to the hardness of their position. On (α) enough has been said already in a different connexion. A boy who, up to the age of 12 or over, has not learnt to speak or write his own language correctly, and who has not, be it observed, in many cases, those about him at his home to whom such correctness is habitual, is proportionately unreceptive of Latin and Greek grammar. With the want of early education is also closely connected the want of encouragement and assistance in learning lessons, especially classical lessons, at home. So far as the school has a remedy for this evil, it can only be through the operation of its entrance examination.

Why?

For (β) there is probably no remedy, short of a higher appreciation of education among men of business, and a modification of the received view that 16 is the latest age at which a boy ought to enter an office. Whatever the remedy, of the evil there is no question. After the midsummer examination, it is no uncommon thing in the middle of the school for a whole class to be changed, through either the promotion or departure of the boys who composed it. The better boys are often promoted two classes at a time. The consequences are (1), that it is next to impossible to maintain a proper graduation of study in the supplementary subjects; and (2), that in order to qualify the boy, thus rapidly thrown up into the third, fourth, and fifth classes, who can often scarcely construe, for being taught along with boys aspiring to scholarships at Oxford and Cambridge, under the head master, Latin and Greek have to be worked at to the exclusion of everything else.

Condition of the under-masters.

As to (γ), I should be sorry to cast any reflection on so hard-worked, and, as it seems to me, hardly-used a body of men as the under-masters at Birmingham. They do their work in all cases conscientiously, and in many very effectively. I may say here, however, once for all, that I think their position a very trying one, and their pay inadequate. They are, in consequence, with scarcely an exception, gloomy and down-hearted, and men in their temper, however diligent and conscientious, are not likely to do

their work with much freshness or elasticity. The pay of the head and second master is, of course, quite sufficient. Below them, the teacher of the 3rd class gets altogether 325*l.* a year, and the mathematical master 250*l.* The senior master in the English school (having been originally the chief master) also gets 250*l.* The rest of the ordinary masters get 200*l.* a year, and are expected to be graduates of Oxford or Cambridge. No one who knows anything of these Universities will suppose that any but quite inferior men would, for such a salary, take such a place, with all the unpleasantness of teaching rough boys in a noisy school, unless under peculiar circumstances, or as leading to something better. It is probably on the latter ground that the governors hope to attract young men for a time to the school, but the attraction is very poor of its kind. Within the school itself—setting aside the second mastership, which requires special qualifications not likely to be found in any of the ordinary masters—there is only one possible promotion to look forward to, and that is only to a salary of 325*l.* a year. The prospect of promotion to better-paid scholastic employment elsewhere is at best a precarious one, nor for most kinds of such employment would apprenticeship at Birmingham be reckoned a good qualification. But even if it were, teaching supplied solely by apprentices is hardly likely to be what it should be, especially if the apprentices are discontented at having stayed longer than their time. For a certain number, at any rate, of more permanent teachers adequate provision—*i.e.*, provision that would render marriage possible—ought to be made. The mathematical mastership, for instance, is one which cannot with advantage be constantly changing hands, yet the present salary is wholly inadequate to retain a good master. The present holder of it, whose loss would have been a great one, has been kept to the town by domestic circumstances, and having a Cambridge fellowship, he is able to live in tolerable comfort. Otherwise, no one of his merit could have been retained without double the salary. As it is, I think that he feels his position to be a hard one.*

Supposing the pay of the ordinary graduate masters to be raised, as it ought to be, by at least 100*l.* a year, the question would arise

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* The salary of the ordinary under-master, 200*l.* a year, is not more than may be made—at Birmingham, I believe, in at least one instance is made—by the master of a school receiving Government aid. The question suggests itself whether the junior classes, in the English department at any rate, might not with advantage be taught by masters of this sort: for instance, by masters promoted from King Edward's elementary schools. At present the two lowest classes in the English school are taught by a master holding a Government certificate, and with very satisfactory results. The promotion of a master from the elementary schools was, I believe, tried some years ago, but not found to answer. The repetition of the experiment was very much deprecated by the older graduate masters (not the head master) to whom I spoke about it. Though it cannot be disputed that in method of teaching a good certificated master is likely to excel a raw graduate, it is said that he has not the same civilizing influence on the boys, an influence certainly much needed in the lower classes of King Edward's School. However this might be, the difficulty of properly amalgamating the graduate and non-graduate masters is a serious one, and is, I think, felt as such already.

whether this should be given in cash or by the provision of board and lodging at a common hall, after the example of Marlborough and Wellington Colleges. My intercourse with the under-masters led me to think that the latter arrangement would be far the most desirable. It is not easy for them to get suitable lodgings at all, and then only at a considerable distance from the school, and (generally) from each other. They have not naturally much opportunity of mixing in the society of the place, and may not much care to avail themselves of what they have. Living together they would form a society among themselves, their interest in the school would be quickened by comparison of counsels, and they could supply themselves more readily with books and newspapers. Altogether their life would be more cheerful and on better terms with celibacy.

Desirability doing more for non-classical education.

If, by the removal of the evils above explained, it were possible to raise the general standard of the middle part of the classical school, more attention might be given to history or physical science or modern languages, without diminishing the effectiveness of the school as a nursery for the Universities. Such a modification of the present system would be desirable for boys destined for the Universities, as well as for those meant for business; but unless carried further than would be consistent with the educational interests of the former, it would, I think, scarcely meet the case of the latter. There is such an essential difference between the case of boys whose regular education terminates at the age of 17 at latest, and that of boys with whom it will be continued for some years longer, that it is hard to see how the same system can suit both. Every one knows that if a boy is to get a scholarship at Oxford or Cambridge, classics or mathematics must form the backbone of his education. Nor did I find that for boys intended for the University of London, with a view to the medical profession, any essential departure from the classical and mathematical system was desired by their parents, except sometimes with reference to what the school, of course, cannot take into account—the capacity of individuals. A boy, on the other hand, whose education is to stop when he leaves school, must lay at school the foundations of any general knowledge to which he may afterwards attain. If he has not there become acquainted in outline with the history of modern nations and modern literature, and of physical science, the chances are that he will be repelled from reading on these subjects in after-life by elementary ignorance, or that, if he attempts it, his reading will be wasted from having nothing to fasten upon. This class of boys would really be better suited by the education given in the first class of the English department, if somewhat extended. Their transfer to this department is, however, prevented not only by social considerations, but by the physical impossibility, according to present arrangements, of accommodating more boys in it. Their removal, moreover, would so attenuate the classical department that there would not be enough competition in its lower regions to form effective classes for those who remained in it. Without an entire revolution of system their case could only be

met by allowing alternative studies, *i. e.*, by allowing boys in the classical department to substitute for some of the ordinary lessons-work to be done in common with the upper boys of the English school. Such an arrangement could only be made with great difficulty, and before saying more about it, it will be well to explain what provision for "general culture" is now made in the latter department.

What is done for it in English Department.

The education given in the first class of the English school is very multifarious, and the question which an observer would first ask about it would be, for what in particular does it qualify its recipients? This is a question which it would be difficult to answer, but the explanation of the difficulty is that the business of Birmingham absorbs nearly all the boys who pass through the English school, and that this business is not of a kind which requires any preliminary education but the most elementary. An acquaintance with "book-keeping" is, of course, necessary for a clerk, but the general voice of the merchants seems to be that a boy learns it better in the mercantile house, according to the particular method of the house, than at school. It is not at present taught in the grammar school. The only advantage to be gained by teaching it there would be this, that possibly, if his clerk came to him having already some practical knowledge, the merchant might not insist on his coming quite so young, and that thus a boy, instead of leaving at 15, might be kept to 16; but the opposite results might follow. The merchant might say that the "practical knowledge," not being of the right sort, only made the boy more difficult to shake down into the regular routine of the office. For the kind of manufacture involving the electro-deposit, such as "jewellery," some elementary knowledge of chemistry is useful—so much only, however, as may soon be acquired by an apprentice in the business. The son of a jeweller, meant to continue the father's business, might be allowed by his father to remain longer at school on the understanding that the chemistry learnt there might be turned to practical account. I became acquainted with a case of this kind, but the boy in question, though he found some of his chemical knowledge useful, had learnt far more than was necessary for his calling, and was seeking opportunity to continue his chemical studies in Germany. Another case was mentioned to me of a boy from the English school who obtained a well-paid place in Allsopp's brewery on the strength of his chemical knowledge. Cases again may occur where a knowledge of French, or—which at Birmingham is more likely—of German may be turned to account, but they are quite exceptional. A commercial house, doing a large foreign trade, generally employs a foreigner, or one who has lived considerably abroad, to do its foreign correspondence, and only perhaps 10 per cent. of its clerks would be wanted to know even the commercial terms of any language but their own.* A school knowledge of

Such cultivation does not 'pay' in business.

* In a house connected chiefly with the South American trade, and where consequently Spanish was the modern language in demand, I understood that of 50 clerks only six were required to know any Spanish. A *thorough* knowledge of it

mechanics could be held up as practically useful with less plausibility at Birmingham than in many other large towns, as it has no great machine-making establishment. For those manufactures which involve engraving, and which are largely pursued at Birmingham, some practice in drawing is necessary, and many masters, I believe, compel their apprentices to take lessons in it.

Still something done for it in highest class of English department.

On the whole, though the prospect of practical availability may not be altogether without influence, it cannot at Birmingham be relied on as a general incentive to any study beyond the region of the simplest elementary knowledge, or as a set-off to the desire to make a boy practically useful as soon as possible. The English department, therefore, in its promotion of "general culture," has very little to appeal to but the genuine desire for knowledge, though in its selection of the sort of knowledge to be cultivated it may, and does, look to the appearance of practical usefulness. From conversation with late pupils, and from what I saw and heard at the midsummer examination, I believe that a boy who stays two or three years in the "upper first" class of this department gets as good an education, looking to his future life, as under the circumstances is possible. He is in the first place well trained in English, which, considering his probable domestic antecedents, is itself a great point. A yearly prize is given for an examination in plays of Shakspear,* and a boy who stays long enough comes really to know and think about some five or six of the best plays. A more general acquaintance with English literature used to be cultivated by lessons in a short history of it by Collier. For this the acting master last summer had substituted, I should think wisely, a lesson three times a week in Chaucer and Shakspear; a short English theme, or paraphase, is written in or out of school every week; at midsummer a prize is given for an English essay. I saw several of the essays both for last year and for previous years, which showed, at least, that the better boys learnt to get together a considerable amount of information, and to express it in good form and correct English. The study of English history seemed to suffer from want of good manuals, the "Student's Hume" being used by the first, "Mrs. Markham" by the lower classes. The best indication of the general result of the English part of the education is that it clearly gives the better boys a taste for English reading. I recall one boy in particular, who within rather more than a year after leaving school, had in his evenings read through Macaulay's History, Hallam's Constitutional History, Clarendon, and Craik's History of English Literature.

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would only be wanted in the one man who conducted the foreign correspondence. In order to fill this department, a large merchant commonly sends one of his sons abroad for a time. An ordinary clerk, bred at the grammar school, could scarcely aspire to it. The number of merchants and manufacturers at Birmingham, however, not too magnificent to use the grammar school, and yet desiring a practical knowledge of modern languages for their sons, is very considerable. Spanish and German, I believe, are each in more demand for mercantile purposes than French.

* This is a prize given by Professor Lightfoot, of Cambridge, and open to both departments, though uniformly obtained by the English.

Latin, though taught in the lower classes of the English school, used to be given up in the first. It has now been restored, and is taught in the time (one hour and forty minutes a week) formerly given to "Morell's Analysis." The boys seemed able to make out Virgil slowly, but with fair correctness, and the acting master, when I was there, used to treat Latin, English, and German grammar comparatively.

Of the chemistry I cannot speak from personal knowledge; three lessons a week are given in it, and the examiner who attended to it last midsummer pronounced it fairly done. The great difficulty with regard to it is that most boys who reach the "upper first," in which alone chemistry is taught, seldom stay more than a year in it, whereas two years is reckoned the minimum necessary for gaining an adequate practical knowledge of it. In mathematics the better boys generally go some way in trigonometry, as far as the "solution of triangles." The examiner last midsummer reported that they did well what they professed to do, though he did not reckon the standard high, as considering the age of the boys and the time given to other subjects, it was hardly likely to be.

The teachers in French and German are thoroughly good. The better boys generally learn one language well and the other imperfectly, according as their taste inclines them more to one or the other. The head boy last summer seemed to have learnt German as thoroughly as was possible for one of his age who had not been in the country, and was going to perfect himself by residence there.

The special study of geography is stimulated by a prize. Last summer some of the boys appeared to be very well up in the more advanced geography (physical, &c.), though they had rather forgotten the simpler elements. The arrangement made for teaching drawing is that those who want to learn (102 last summer) attend the school of Art on half-holiday afternoons. They are taught by the master of this school and his assistants, all together and by themselves, for a certain payment made by the governors. It is generally admitted that this arrangement does not work well, the boys being languid and careless over their work, and that if it is to be learnt satisfactorily, drawing must be taught at the school as part of the school work.

Few reach this.

The great fault with regard to this general education is that very few boys comparatively come within its range at all, and that for those who do it does not last long enough. Not a fifth part of the boys who enter the English school reach the "upper first" class, and below it the only considerable supplement of the "clerk's education" is Latin. Of such as do reach it even those who stay in it the longest find the subjects rather over crowded, and if the pupil is conscious of this, much more must the master be. The only way of affording relief, under present circumstances, would be by again discontinuing Latin in the "upper first," and this I think would be undesirable both in itself and as interfering with

Why more don't.

the possibility of that transfer from the English to the classical school, which at present is the only channel through which access to the University can be gained. The real remedy is more remote, and is to be found, firstly, in such an improvement of preliminary education as will bring boys up to the standard of the first class more quickly and frequently, and, secondly, such an enhanced appreciation of general education in the town as will induce parents to leave their sons a year or two longer at school. In order to encourage this, the head-master is anxious for the conversion of two prizes of 10*l.* each, now given annually by the governors to the best boys in the English school, into scholarships of 5*l.* a year each, tenable at the school and open to boys under 14.

Possibility of combining the two departments for certain subjects.

To revert to the case of the boys in the classical department who are meant for commercial life, the unsuitableness of their present education might be remedied if above a certain class, say the sixth, *i.e.*, when it had become apparent whether they were likely to make anything of an education having reference to the Universities, they were allowed for Greek to substitute lessons in English, or German, or physical science, with the upper boys of the English school. I must confess that none of the masters gave any countenance to the suggestion of such an arrangement. Over and above the inherent difficulties of a system of substitution, the social difference between the boys of the two departments was thought to be an impediment to any such partial amalgamation. But for this difference, which is such, it must be admitted, that a stranger could tell at a glance to which of the two departments a given class belonged, it is difficult to see why in modern languages lessons at any rate some amalgamation has not already been established.

Evening classes.

Another institution has been suggested, for the extension of the general education of those who leave young for business, in the shape of evening classes connected with the school. At the "Midland Institute" evening classes are held in English history and literature, in chemistry, mechanics, &c., but they are not much frequented by late pupils of the grammar school. They were not in fact intended by the original founders of the institute for the class to which these pupils generally belong, but rather for artisans. For the most part they are not attended by artisans, but by clerks, clerks, however, generally both older and less respectable socially than the boys turned out even by the English department of the grammar school. I could not obtain exact statistics on the point, but I satisfied myself that hardly any young men educated at the grammar school were in attendance at any of the classes, except at the chemical one. On the whole the "Institute" does not furnish any regular continuation to the education begun at the grammar school. Evening classes held in the school by teachers belonging to the school would be more likely to do so. Several young men, who had lately left the English department, assured me that they should like nothing better than to go on with their lessons in the evenings under their old master and with their old companions. Some of them had actually been in the habit of

doing work privately with one or other of the masters of the school, though distance of residence is apt to make such an arrangement very awkward.

Difficulties in way of these.

The practical difficulties in the way of evening classes at the school would be these; firstly, on the part of the pupils, many houses keep them at work till 7 or 7·30, after which the going and coming, with a meal, would occupy at least another hour; secondly, on the part of the school, it has at present neither the necessary room nor the necessary teachers at command. All the available rooms are occupied with boys during the day, and have to be given up to cleansing and ventilation at night. On the three weekly half-holidays, however, it might be possible, I should think, to get the cleaning and ventilation done sufficiently during the afternoon. The want of teaching power is a more serious obstacle. The only man who would be looked to in an ordinary way for holding these classes would be the second master, and he has quite enough on his hands without it. This want might be supplied by the addition to the staff of ordinary masters of one or two men who should act rather in the capacity of lecturers on special subjects, an addition which is or may become desirable for further purposes, to be mentioned shortly.

Certain lines of professional life for which no preparation given at the school.

(3.) It appears, from what has been already said, that the grammar school suffers from not being able to set before its scholars any definite practical object for the attainment of which any high education is necessary. We are thus led to the third of the questions proposed above. Are there any lines of life, the education for which is in any demand and is not supplied by the school? I have already said that as a rule the business of Birmingham can and must absorb the boys of Birmingham. This is certainly true of almost all who pass through the English department and of most of those who pass through the classical. Of the rest a few go to Oxford and Cambridge, while more are articled to solicitors or matriculate at the London University. For the "preliminary "legal examination" a boy from the upper part of either department might, I should think, with a very little special preparation, be adequately qualified. The matriculation examination for the London University is very miscellaneous, but an ordinary boy who made the most of the instruction in the classical department would not require much extra teaching to pass it, though he might have reason to regret that mathematics had not been made more of in his education and that he had not learnt any physical science. Other openings, which are found very tempting to young men elsewhere, are afforded by the military college at Woolwich and by the Indian Civil Service. At Birmingham, of course, these openings could never be sought after as they are at such a place as Cheltenham. There are many parents, however, even at Birmingham, to be found in the professional class, especially among the clergy and dissenting ministers, who cannot find good openings for their sons in business and who would think an education at the University too expensive and questionable a speculation. For such people the grammar school offers rather an awkward alterna-

tive. In the English school, which they would probably think unfit for their sons on social grounds, an education is to be had which would suit them if they looked to commercial life; in the other department a classical system is maintained with peculiar rigidity and exclusiveness, only qualifying specially for the Universities.

Neglect of mathematics.

If a better educational provision were made for this class of people, it would appear, I think, to be already larger than is commonly supposed, and more persons, whose place of residence is not absolutely fixed for them by circumstances, might be attracted to, or retained in, the suburbs of the town by the prospect of special educational advantages for their sons. According to the present constitution of the school, such provision could only be made by the method of alternative studies. In regard to mathematics, this method has already been introduced, but can scarcely be said to be effectively worked. Above the fourth class a boy is allowed to do extra mathematics instead of verses. Only two boys, however, were last summer availing themselves of this liberty. The verses being written out of school, the extra mathematics are done also out of school. As the mathematical master has no access to the boys, or the boys to him, out of school, this implies that they are not done under the master's supervision, and as individual attention is, I believe, of special importance to progress in mathematics, it follows that they are done with corresponding want of effect. In the ordinary mathematical work, done in school, as there is no separate classification for it, the master is unable to push the more advanced mathematicians, as he otherwise might, through having to teach them along with the most backward. Of 20 boys, taught together in the first class last summer, one had gone over analytical conic sections, and begun the differential calculus, while those at the bottom were only doing the simpler parts of algebra. Nor in the regular hours do the arrangements allow of the master's bestowing especial attention on the more advanced pupils. As soon as he begins to do so, he finds that their time with him is up, and that they are wanted for a classical lesson.

The substitution of extra mathematics for composition might be made more effective by arranging that composition should be done *in school*, in place of certain lessons now prepared in school, but which should then be prepared at home. The mathematical work, which is substituted for composition, might then also be done in school under the personal attention of the mathematical master. Supposing this to be done, and the mathematical classification to be recast, a more effective preparation for Woolwich might be given. As it is, I believe that only three boys from the grammar school have gained admission there, and of these two left beforehand for special preparation. For the Indian and the higher departments of the English Civil Service, a preparation could only be given by allowing a further system of substitution, and by providing lectures in English history and literature, together with additional teaching power in mathematics and natural science. On the practicability of such a plan I have not the materials for ex-

Third department wanted?

pressing an opinion. It would in fact amount to the institution of a new department, giving a higher education than the present English one and not adjusted to the requirements of the old Universities, like the present classical one.* Such a department would satisfy an existing demand, but whether that demand would become large enough to make the proposed department answer, and whether it could be supplemented by a demand for general education on the part of the boys meant for commercial life but now bred in the classical school, I cannot venture to say. At any rate, until the general character of the middle region of the classical department is raised, it does not afford an adequate basis for "bifurcation." Until there are more boys in it of the age of 15, thoroughly grounded in Latin, arithmetic, and Euclid, and likely to stay two or three years longer in the school, though not meant for the University, it would be questionable policy to provide a separate course of instruction for them. With the improvement of preliminary education, however, the time may come for doing this, and with it for engaging one or two special lecturers, in physical science, in English history and literature, or even in logic, whose presence might facilitate the establishment of evening classes, suggested above, and lessen the present requirement of multifarious knowledge in the second master.

(4.) The essential question, then, with regard to such a new middle department would be whether enough promising boys could be kept at school till the age of 18, properly to fill it. It is the same question as that on which depends the success of the school as a place of preparation for the Universities. We are thus brought to the fourth topic, proposed above. Could more be done than is done by the school to tempt its pupils to seek a higher education than they seek at present?

View of University among commercial men.

The unfrequency of aspiration for University training at Birmingham is not really to be wondered at. Great fortunes are not made there quickly enough to allow of there being many persons able to send sons to the University simply as a matter of luxury, and these would not make use of the grammar school. Plenty could well afford to pay for a University education, if it enabled their sons to provide for themselves afterwards, but such people naturally ask themselves, what is to come of it? On the one hand, if advantage is taken of openings ready to hand in commercial life, the sons are under the father's eye; the father knows what they are about, and may feel pretty confident that, by the time they are 25, they will be prosperous enough to marry, and may lead in more affluence and comfort the life that he has led before them. The Universities, on the other hand, are unknown ground to him. He thinks of them as places where young men stay at great ex-

* If it could be made to give a preparation for the profession of a civil engineer as well as for Woolwich and the civil service, its practical availability would be much extended. There is a faculty of civil engineering, as well as of medicine and theology, at Queen's College, Birmingham, but it has failed with the general failure of that institution. This failure, however, is not to be taken as a sign that the institution did not meet an existing want, but rather to be ascribed to faulty management.

pense till they are 23, and then are unfitted for business without knowing what else to do with themselves. Unless, therefore, he has a definite project for making his son a clergyman, a project only possible among churchmen, and rare amongst them, he puts him to commercial life, which means, and probably for some time to come will mean, that he takes him from school at the latest at the age of 16. This is, and must be, the natural course of things at Birmingham with the commercial, and to a large extent with the professional class. On the other side must be set a considerable though not very discriminating appreciation of intellectual decorations, which is strong even among men who have very little education themselves. There must also be set the reflection that in the commercial class are a considerable number of men who, through no fault of their own, have not greatly prospered, and can find no very favourable openings for their sons in business. Such persons are easily encouraged by the appearance of a taste for books in their sons to seek for them a scholastic career, and the temptation of exhibitions and scholarships can be set before them with great effect. As a rule, it is not among the rich that the grammar school must seek for a large supply of boys to train for the University. Among them a University career will always be looked upon as a speculation, and as comparatively not a good one. To men with a less advantageous alternative before them, if a way is opened to it by exhibitions, it will offer much higher attractions. This is not the place to remark on the limitation of these attractions to churchmen, by the exclusion of dissenters from the ultimate prizes on which they depend, the fellowships and the masterships in grammar schools.* Such as they are, King Edward's foundation has excellent means of bringing them home to Birmingham parents. Through its elementary schools it can draw into its net all the more promising boys in the town of other than wealthy parentage, and by a proper application of its funds it might provide a graduation of scholarships, tenable at the school, for the best of these, which should carry them on to the exhibitions, which again would carry them to the University.

Who can be got to look forward to it.

Value of exhibitions.

It has already had a most beneficent influence, as I had several opportunities for observing, in familiarizing persons of quite the lower trading rank with the notion of a possible University career for their sons. A small baker or publican, who thinks of sending his son to College, can quote instances of men in the same position who have done the same before him. In order, however, to make the avenue to the Universities as wide and open as possible, the following changes seem desirable, (α) a more systematic affiliation of thee lementary schools to the grammar school, (β) more facility of transfer from the English to the classical school, (γ) the institution of scholarships tenable at the school, (δ) a modification

* I may perhaps be allowed here to call attention to the unintelligible rule at King Edward's School, which confines the second mastership to clergymen. The second master has, so far as I know, no religious functions whatever to perform, and the rule greatly limits the area of eligibility.

of the present rule with regard to the examination for exhibitions, and gradually an increase in their number.

On (*a*) enough has been said in a previous part of this report. It may be added that even on the old system, when the transfer of a boy from an elementary school to the grammar school depended on the chance of his attracting the head master's attention on occasion of his inspection of the former, one instance occurred of a boy, so transferred, who finally got a first class and an open fellowship at Oxford, and another of one who got an appointment in the Indian Civil Service. Similar cases have probably occurred, which did not come to my knowledge. I saw enough, however, to convince me that in the elementary schools, as they are, (and still more, as they might become,) there exists a material out of which a succession of boys fit for scholarships at Oxford and Cambridge might be moulded.

Difficulties of transfer from English department to classical.

(*β*) At present a boy may, with the consent of his parents, be transferred from the English to the classical school at the pleasure of the head master, and such transfer is not unfrequently made. Both the young men just referred to, on promotion from the elementary school, began in the English department of the grammar school. Among others transferred from the English department to the classical, I heard of one who had become 4th wrangler, and of another who had got a scholarship at St. John's, Cambridge. The transfer, however, is difficult to manage, owing to the discrepancy of studies between the two departments. The only study contributing directly to University success, that is carried far in the English department, is that of mathematics, while in the other department classics have it all their own way. The chances are that a boy in the English department, however diligent and successful he may be in his school work, never thinks of changing his position till he is 15 or 16 years old, the age at which an independent interest in study seems generally first to awaken. By this time he probably has gone as far in mathematics as all but the few best pupils in the classical school. He also knows some English history, and has had some practice in writing English. Of Latin he probably knows enough to construe Cæsar, and has been well drilled in the grammar. So qualified, his mathematics and general intelligence would carry him to the second class of the classical school, and his Latin perhaps to the fourth, but he knows no Greek. Now Greek is begun in the eighth class of the classical department; in this, therefore, he would have to be placed among little boys and dunces. This is in itself discouraging, and though if he worked hard at Greek, he might find himself in two years in the class for which his general attainment qualified him to begin with, during all this time in every subject but Greek, he would naturally have been losing ground; owing to the want of a separate mathematical classification he will have been doing work, while knowing some trigonometry himself, with boys who have not begun Euclid and can scarcely do vulgar fractions. His English knowledge will have been lying fallow, and even in Latin he will have been doing work below his proper level. The consequence

of this state of things is that unless a boy is transferred from the English to the classical department while still very young, at 13 or under, the transfer is not likely to be successful. Its success, therefore, depends on the skill of the masters in picking out promising talent among the little boys, and however great this skill may be, it can scarcely fail to miss a good deal that a better organization might lay hold of. Talent often does not fully appear till a later age, and if it is especially of the mathematical kind there is on the present system very little object in transferring it to the classical department. Moreover, neither the boy nor his parent, when the boy is still young, may care for a transfer, and yet both, two or three years later, when a taste for learning has manifested itself, may be glad of it.

That the evil, here indicated, is a real one, I had sufficient evidence in what I heard from old pupils of the English school. Several of these told me that they had distinct thoughts, when they were about the top of the English school and had become interested in study, of transferring themselves to the classical with a view to reaching the University, but that in the first place they did not like the notion of passing from the top of one department to near the bottom of the other, and, secondly, they knew that their strong point, mathematics, would go for nothing in the classical department. They, all, however, seemed to think that the prospect of obtaining a small scholarship, tenable in the classical school, would have been a great inducement to themselves to make the experiment, and would tell strongly on both parents and boys generally in the same direction, thus confirming the view, suggested to me in other ways, of the sensibility of the trading class even to slight intellectual decorations. One young man in particular, who, having been born in humble life, and educated in the English department, had found his way to Cambridge, and become a wrangler without entering the classical department at all, assured me from his own knowledge that a high wrangler might be got every year from the English department, if only he could be induced, as such a one easily might be, by a small scholarship and the prospect of an exhibition to stay long enough at the school.

How these can be met.

The question of the possibility of establishing a better relation between the two departments involves the question of the position which Greek ought to occupy in a school which sets itself to prepare for the Universities. On the answer to this question depends generally, to a great extent, the possibility of effectively combining the education of average boys for commercial life, and that of picked boys for the University. It would seem to an unpractised man that a diligent and intelligent boy who had been well grounded in Latin might soon gain an equal knowledge of Greek though he did not begin it till three or four years later. This, however, is not the general opinion of schoolmasters, and thus, in the classical department of King Edward's School, which boys enter only just able to read and write, out of eleven classes Greek is begun in the eighth. Without venturing to criticize the intrinsic utility of this, I will only remark that it would unques-

tionably facilitate the transfer of promising boys from the English to the classical school if Greek were not begun so low down in the latter. For the same purpose, on the other hand, it is most desirable that the standard of Latin should be kept as high in the English school as is compatible with justice to the commercial boys, and for this reason it is most happy that it has been restored to its former place in the instruction of the upper first of that department.

Want of scholarship.

(γ) The unpleasantness, however, of passing from the top of one department to a low class in the other would be faced by those who could face it with most advantage, if any distinct recognition of their attainments were offered them, independently of their place in the school, and some more substantial reward proposed to them in the future. The first requisite for this purpose is a distinct classification in the classical department for mathematics, if not for history and modern languages. The second is the establishment of scholarships, tenable in the classical department, which the best boys from the other department might have a chance of obtaining. The latter want has been to some extent recently met by the liberality of the present head-master in offering at his own expense two scholarships every year, of 10*l.* a year each, open to boys under 16, and tenable during the stay of the holder at the school. One of these each year is to be given for excellence in mathematics, in order to elicit talent from the English school. This institution, which the Governors will probably put upon a permanent basis when the state of their finances allows it, will serve the purpose at once of satisfying the ambition of the boy who ventures, when old enough to go to business, on a change of departments, and of taking him, to some extent, off his father's hands.

Mathematics should count forexhibitions.

(δ) Such a boy, however, will probably have no reason to congratulate himself on his experiment if he fails ultimately to get either an exhibition at the school or a scholarship at the University. According to the present rule, the exclusion of mathematics from the examination for exhibitions, will very likely prevent him from getting the first, and the low standard of mathematics in the school, which this exclusion causes, from getting the second. The school has 10 exhibitions of 50*l.* a year, tenable for four years, at Oxford and Cambridge, of which two or three are given away in alternate years respectively. According to the scheme of 1829, the examination is to be solely classical. The examiners are to "report to the Governors the names of such boys, being candi- "dates for exhibitions, as they shall find qualified to receive "exhibitions, and shall arrange the names of the said candidates "according to their respective excellence in classical learning." The Governors are then to "give exhibitions to such of the boys "as shall be reported qualified to hold the same, according to the "order in which such boys shall be respectively classed by the "examiners."* This rule is precisely carried out. It is true

* Another clause in the scheme of 1829 empowers the governors to make fresh statutes "touching the orders, government, and direction of the head master and

that in the case already mentioned, of the boy who began in the English school and finally became fourth wrangler, some consideration, as I was told, was allowed to his mathematical excellence, without which he would not have got an exhibition, but I could not ascertain how this was managed, or that anything of the kind had been done before or since. The result is very discouraging to mathematical study,* and with it to the prospects of a boy who transfers himself to the classical department from the first class of the English.

As to the evil of the above rule there is so much agreement that it alone might have been expected to induce the Governors to apply for an alteration of the scheme, if other considerations had not interfered. There is not quite the same agreement as to the position which should be given to mathematics in the final examination. The head-master would wish them to count to a limited extent for all the exhibitions rather than that they should have a preference for any. This arrangement might be desirable on general grounds, but the case of the boys transferred from the English department would scarcely be met unless, for an occasional exhibition, at any rate, mathematical merit had the preference. If the Governors were able so to increase the number of exhibitions as to give away three every year, and if the same relative preference were given to mathematics † for one as to classics for the other two, none being purely either classical or mathematical, the several conditions of the problem might, perhaps, be satisfied. Sufficient general encouragement would be given to mathematical study to make the result more adequate to the time nominally bestowed on it,‡ and a boy from the English school who was good enough to get the mathematical scholarship at 15, might have reasonable hope of obtaining at the end of his school-time the means of access to the University.

I may be allowed here to express a hope that in the bestowal of any increase in the income of the school, the foundation of scholarships tenable at the school, and an addition to the number, if not to the value, of the exhibitions, will hold a considerable place.

" usher, and assistant and other masters. and the mode of education of the scholars " of the school, *and of the exhibitions hereby directed to be established.*" This, I suppose, is not to be understood as giving them power to modify the rule with regard to exhibitions established by the same scheme.

* The only rewards which a mathematician in the classical school has to look to are, (1) a yearly prize, called "The Albert," and (2) Lench's scholarship, consisting of the income of 500*l.* for four years. This being of such small value, so seldom vacant, and requiring the holder to go to Oxford, is not of much use. No minimum of attainment is fixed as the qualification for it, and the boy who last got it knew (as I was told) scarcely enough mathematics to pass the little go at Oxford.

† There would be a further question as to the desirability of allowing physical science to count in the examination for the mathematical exhibition.

‡ Six hours a week are given to mathematics in the first class of the classical school, yet last summer, as I understood, only four boys had got as far as trigonometry. Several pupils of the school, who have done well in mathematics in Cambridge, have left it for special mathematical teaching before going to Cambridge. This has certainly not been due to any want of ability and diligence in the mathematical master, but to the system of the school.

This is the proper supplement to a general improvement in the working and standard of the school. The number and value of scholastic employments, to which the University is the introduction, is constantly increasing, and it may be hoped that before long the expense of the University career itself will be diminished. This being so, and considering the strong spirit of self-elevation that is at work in the lower stratum of the middle class at Birmingham, it is not too much to expect that, with a sufficient pecuniary stimulus, the number of boys sent yearly from the King Edward's School to the University might shortly be doubled. There can be no better employment of educational endowments than as a balance, in the interest of learning, to the attractions of money-making.

Proposed remodelling of the department system.

Although it would be possible to make the transition from one department to the other more regular and easy by the means above indicated, the separation of the two departments, as it at present stands, must continue, I venture to think, a wasteful and inconvenient one. As I have pointed out, there are many boys in the classical department who, looking to their future course of life, should rather be in the English; while on the other hand there is, and under any modification of the present system must remain, in the English department, a good deal of talent that might have been more adequately developed in the classical. At the same time there are a certain number of boys who want an education less purely adapted for Oxford and Cambridge than that given in the classical department, but which yet should go further and have a more special object than that given in the English department. This want of adaptation, which involves a waste of power, might be avoided by a scheme of the following kind. Let there be a common preparatory department, containing about 300 boys, and two special departments containing about 200 between them. The preparatory department should give the necessary "English education," and teach also Latin, French, and elementary mathematics. Of the special departments one should set itself to prepare for the Universities; the other, while keeping up Latin, should attend specially to mathematics, physical science, and modern languages and literature. For each of these departments there should be an entrance examination, open to boys of the preparatory department or of any schools in the district, and one or two of the boys who did best in this should be rewarded with a scholarship tenable in the special department. The standard of this examination should be so fixed that the cleverest of the boys from the preparatory department should be able to pass it soon after the age of 13, the average diligent boy not later than 15. For the university department it should turn principally on Latin, with mathematics and Greek in subordination; for the other, or "modern" department, mainly on mathematics, with Latin and French in subordination. "English" subjects might count in both. In order to prepare for it, boys in the lower department, on reaching the higher classes, should be allowed to learn Greek as a substitute for French.

This scheme would suppose that a good many boys, who now

enter the grammar school, should finish their education in the improved and extended elementary schools. Of those who entered the preparatory department a good many would not pass beyond it, but would leave it for business at 15 or 16, having acquired in it all the elementary knowledge necessary for their after life. Only the better boys would emerge into the special departments, which thus might be able to keep up a really high standard. The advantages of such a scheme would be, (1), that it would enable the head-master to secure for his University department all the boys likely to turn its education to account; (2), that in the special modern department it would meet the wants at once of the boys meant for business in the town, but whose parents are willing to leave them at school beyond the usual age, and of those who seek appointments at Woolwich or as civil engineers; and, (3), that it would enable the school, through its special departments, to act itself as a local university to the whole district for which it would be available as a day-school, which, probably, contains a population of at least 800,000. Its difficulties would consist (1) in the mixture in the lower department of boys more and less genteel, and (2) in the postponement of Greek. As to the first, it must be remembered that the scheme presupposes the absorption by the elementary schools of the rougher element now found in the English, and the lower region of the classical, school. As to the second, it must be remembered that though the boys passed up from the preparatory to the special University department would begin Greek later than most boys do at Rugby or Winchester, they would presumably have had a more thorough elementary training, and would be, according to general testimony, more capable of hard work. Such an arrangement is, probably, too remote from the present one to meet with general acceptance, but it was commended to my attention by men versed in education, whose opinion is at least worth recording.

Advantages of this.

Difficulties.

As to the "moral tone" of the school it is in the nature of the case impossible to furnish precise information. I heard nothing that led me to suppose that there was anything serious to complain of in the moral state of the boys. Among some of them, however, there is no doubt a good deal of roughness of language and manner, and cases of pilfering sometimes occur, but I found that professional men of the town who would be particular in such matters sent their sons to the school with perfect confidence, trusting to instinct to keep them from mixing with unmannerly boys, and instructing them not to loiter in the streets on their way home. Such faults as there are in the moral state of the school are clearly due in great measure to its situation in the middle of a great town, on the streets of which the boys are turned directly they escape from their lessons. It would be a great advantage in this respect if a common dining hall were established for the use of such boys as live too far from the school to go home between morning and afternoon lessons. Such boys are numerous, and either they must get their dinner at taverns and cookshops to the detriment alike of their manners and diges-

Moral tone.

Means of improving

Dining hall.

tions, or their parents must at some expense and inconvenience engage a room for them in the town to which they may resort at mid-day. This is done to my knowledge by careful parents having several sons at the school, but it is difficult to manage in the case of a single boy, and many are probably on this ground sent to boarding schools in preference to the grammar school.

Library. Another beneficent institution on moral, no less than on intellectual grounds, would be the establishment of a good reading room and library in the precincts of the school. According to an ordinance of the year 1838, the governors resolved to "appro- " priate annually a sum not exceeding 200*l.* towards the purchase " of books for a school library." This resolution, however, does not seem ever to have been acted upon. At present there is a small library kept up by subscription, managed and mainly used by the upper boys of the classical school, but it is not calculated to be of much use to the school generally. Many of the boys it must be remembered have not only no access to books, but very little opportunity for private reading, at home. By taking the necessary steps they can, it is true, obtain books from the libraries in the town, which are very good, but this implies a certain amount of forethought which is not always to be expected from a boy. What is wanted is a large room contiguous to the school well supplied with books of reference and illustration, where the boys might be allowed, under conditions, to sit as much as they liked, and whence they might take books home in the evening. Such an institution would do a great deal both to keep the boys from loitering in the streets, and to give them a taste for reading. It might in time also become a centre for literary or debating societies among past or present pupils of the school.

Playground. So long as the school remains where it is, the want of an adjacent playground must always be a serious one. As it is, there is a large open yard at the back of the school in which the boys can knock about during any break in the lessons, but the field, which is rented by the governors for cricket and other games, is three miles off, and the majority of the boys make no use of it. It is in fact only available for those boys who live on the side of the town where it is situate. The cricket club is now less exclusive than formerly, and includes 100 boys, mostly of the classical department. There is also a rifle corps of 80. Many of the boys, however, get little exercise during the greater part of the year, except by walking between school and home, and undoubtedly suffer in consequence; as some of them told me, they had tried going to the cricket ground, but found themselves tired before getting there.

Situation of school. Its evils. Another result, evil or otherwise, of the situation of the school is the difficulty which is becoming an impossibility of attracting boarders to it. According to the scheme, the head-master is entitled to take 18 boarders, the second master 12. On Mr. Hutchinson's resignation of the second mastership, as has been already stated, the second master's house, which there was little prospect henceforth of filling with boarders, was converted to

school uses. The head-master last summer had still 10 boarders, but these were only the remains of the lot which he brought with him on his appointment. He did not expect to replace them, and as sanitary reasons have compelled him to transfer his wife and family to a country house, where he himself generally sleeps, it is not likely that he will.

The absence of boarders is regarded with different feelings by different people. By some their presence was always regarded with jealousy; by others, and those, I think, more intimately acquainted with the school, they were reckoned a very valuable element. I could not ascertain that there had generally been ill-feeling between them and the other boys, and they have been useful as taking the lead in the establishment of common games, and as forming a means of communication on minor matters between the master and the school. If they are still to be retained, supposing the school to continue in the middle of the town, either the head-master with his family must reside there too,* which I have good medical authority for pronouncing most undesirable, or they must live with the head-master in the suburbs, and come in with him to school, which is a very awkward arrangement. Either way, as they are ineligible for exhibitions, there would in these days be very little attraction for them. Unless the terms charged for them were rather high they would not under the circumstances be remunerative. If the prospect of obtaining them were definitely abandoned, the accommodation now provided for them in the head-master's house might be made available for additional class-rooms, which are much required, or for lodgings for some of the under masters. The above evils, resulting from the present situation of the school, have led several persons of judgment to desire its removal. The present building they would either sell, and it might be sold at an immense price, or give up to the English department, according to the original scheme of 1829. The higher department they would transfer to the suburbs. Such a transfer would doubtless have many advantages, but it would be regarded, I think, with jealousy in the town, and would very likely provoke opposition to the measures which I have spoken of as desirable for the purpose of raising the standard of the school, especially to the exaction of fees. Its advantages would be dearly purchased at the loss of that universal availability which belongs to the school as it now stands. No other situation could be any thing like so central, or so accessible by railway. Already a large number of boys come in by rail every morning, and if the school came to draw on a larger district in the way previously suggested, its neighbourhood to the central station would become of still greater importance.

Its advantages.

The character of the present building is too well known to require description or criticism. Though excellent of its kind, it

* A master living at the school would have to send his children two miles in a carriage or cab before they could reach a place fit for them to walk in. The atmosphere about the school is charged with smoke to a degree very trying to certain constitutions.

is not sufficient for present purposes, on the grounds already mentioned.

Good state of the school in classics.

Having had occasion to notice certain shortcomings in the operation of the school, the result not at all of individual neglect, but of a system inadequate in some respects to present requirements, I am glad to remark finally on the excellence of the general teaching as evinced by the examination in which I took part last midsummer. On this in other branches I have already spoken, but the state of the classical teaching in the upper classes has yet to be noticed. There was unmistakeable evidence that this had been most careful and effective, and there was promise of its bearing fruit in the good scholarship of the exhibitioners for two or three years to come. The candidates for exhibitions for 1865 were a very fair set, and very well up in their work. Three of them at least might have a good chance of a first class at Oxford, if they went there, but several of those who meant to stay another year at school were distinctly better, and there were some, not more than 16 years old, who showed great promise.*

It does not send in for "middle class examinations."

Some remark has been occasioned by the very small show which Birmingham makes in the Oxford local examination lists, and which is due no doubt to the abstention from the examination of the boys in the grammar school. The head-master puts no impediment in the way of their going in, but he does not encourage it, and in consequence both boys and parents think the school examinations enough. In 1865 not a single boy from the grammar school entered the "local examination." The reason urged for this abstention is that on the one hand the school can supply competition enough within its own limits, so that there is no object in seeking it outside; and that, on the other hand, it is undesirable to conform the course of instruction given in the school to that virtually prescribed by the Oxford examination, while without such conformity success adequate to the position of the school cannot be obtained. The examination for juniors it is said, is adapted to the case of boys who leave school at the age of 15, while the course of instruction in the English department is meant for boys who stay (as only a minority do stay) to the age of 16. The preparation for the examination, moreover, would involve the special "cramming" in certain subjects of certain boys, which would interfere with the general working of the school. How far these reasons ought to weigh against the desirability of maintaining the character of the local examinations, and of affording the public some recognized and independent test of the result of education in the grammar school, it is not for me to decide.

In conclusion I must express my obligations to all connected with the grammar school, and to all with whom I came in contact in the town, for the readiness with which they have facilitated my

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* I am glad to find this observation, made in 1865, confirmed by the number of open scholarships—four, I think, at Oxford alone—which have been got by boys from King Edward's School during the spring and summer of 1867.

inquiries. It was a great advantage to me to meet with so much intelligent opinion on education, as I found at Birmingham. Among all classes there is a general pride in the school, a general admission of the benefits which it has conferred on the town, due in great measure to the judgment of the governors in their selection of head-masters, and a general desire to maintain or elevate its character as a place of high education. As was remarked to me by one of the leading "school reformers," before there can be any wide spread desire for University education in the Birmingham district, the grammar school itself must act as a university to the district. With its magnificent endowment, this is not at all too high a position for its attainment, if it will apply its wealth to stimulate, rather than to supersede, the educational effort of others.

GENERAL REPORT.

THE grammar schools of Staffordshire and Warwickshire—excluding that at Birmingham, which, as essentially differenced from the rest by the greatness of its endowment and the population which it serves, has been treated of in a separate report—fall naturally into two groups, according as they do or do not profess to give an education definitely higher than that given in elementary schools for the poor. Those which do make this profession are, of course, generally to be found in towns; those which do not, in villages. The gross annual income from endowments of schools of the former class in the two counties is now, according to the best calculation I can make, 8,173*l.*, of which 4,590*l.* belongs to schools (14 in number) in Staffordshire, 3,583*l.* to schools (nine in number) in Warwickshire. To this should be added a further annual sum of 460*l.* appropriated to exhibitioners at the Universities. This sum benefits the county of Warwick alone, 235*l.* of it belonging to the grammar school at Coventry, 195*l.* to that at Warwick, 30*l.* to that at Stratford-on-Avon. Staffordshire has no exhibitions, except one at Walsall, representing the interest on less than 700*l.*, which has not been in existence long enough to have produced any effect. The gross annual income from endowments of grammar schools of the latter class is now 1,295*l.*, of which 1,123*l.* belongs to those (nine in number) in Staffordshire, 172*l.* to those (three in number) in Warwickshire. The population of the two counties, after subtraction of those who may be reckoned as served by the grammar school at Birmingham, is about 900,000.

Grammar schools fall into two groups.

Income of each.

It will be well, in the first place, to state the general result of my inquiries as to the existing standard of education in the grammar schools, which, in the case of the first of the above-mentioned groups, will fall under two heads—(I.) liberal, (II.) commercial, education. On the necessary elements of a commercial, or clerk's education—that sort of education which is generally requisite for one who has to make money by other than manual labour—I have spoken in my report on the Birmingham schools, (p. 105). By a liberal education I understand everything beyond these necessary elements, whether it be sought for with a view to a university career, or to the "liberal" professions, or for its own sake.

Standard of education in the first.

I. Liberal.

(I.) The channels by which this education is imparted at the grammar schools are still chiefly the Latin and Greek languages

and mathematics. There were only one or two schools at which I found lessons given either in English history and literature, or in the French language, or in chemistry, in such a way as to have much educational effect. As a general rule the knowledge of Latin in a grammar school is the measure of attainment in all other subjects. According to the ordinary classification, then, which is determined mainly by proficiency in Latin, there were at the time of my inquiry in the several first classes of those schools in the two counties, at which the teaching of Latin is anything more than a profession, 69 boys. From this number I should strike off 12 as obviously unfit to be classed along with the rest. On the other hand about 40 may be added from classes nominally below the first at certain schools, as on an average up to the level of the first group, which is thus raised to 97 (69—12 +40). These 97 are, of course, of various degrees of attainment, but besides them I can say with some confidence there are none in the schools which I examined, who with any amount of time allowed and with unlimited use of the dictionary, would make out for themselves with decent correctness an ordinary passage of Cicero or Virgil. The power of translation into Latin I found almost universally below that of translation from it, and the knowledge of Greek lower in proportion to the Latin than it would be at an ordinary "public school."

Knowledge of Latin in the highest classes.

This may naturally be thought a poor result from charitable endowments, producing more than 8,000*l.* a year, which were given for, and are still professedly applied to the purpose of teaching Latin. Nor will such an impression be lessened by the consideration that, small as is the number of those who attain the general standard specified above, hardly any either go beyond it at present, or are likely to do so in the future. Of the whole number not more than four would be qualified in knowledge of Latin for the 6th form at Rugby. Another 12 might by the same test be fitted for the upper or lower 5th in that school. The rest would range from the "upper middle" to the "shell," *i.e.* they would in no case have less than five forms and 200 boys above them. Again, it was quite the exception to hear of boys near the top of their respective schools who were likely either to stay much longer where they were or to seek higher education elsewhere. At Warwick (which has exhibitions) there was one boy intending to go to the University. At Coventry, which is similarly provided, there were two such; and another, the most promising in the school, who was only prevented from aiming at the University by the circumstance of his being a Dissenter. Of the upper boys at Brewood there were some six, and a like number at Atherstone and Wolverhampton respectively, who might be expected to stay long enough at school to become fair scholars. The same might be said of one boy at Stratford, and another at Sutton-Coldfield. At Lichfield were two or three promising boys, likely to go on to other schools. Probably Stafford might furnish a few more of the same kind, but there I had not an opportunity of gaining exact

Comparison with Rugby.

Few boys going to a university.

Most have come to the end of their tether.

information.* Altogether not more than 30 of the 97 could be expected to rise considerably beyond their present standard of attainment. Of these 30, again, not more than half would be likely to find their way to any university.

Standard in other things.

The amount of "liberal" education conveyed through the classics having been thus roughly estimated, the next question is, What is done by other studies to supplement it? As regards

Mathematics.

mathematics, I only found five grammar schools, viz., Stratford, Warwick, Coventry, Stafford, and Brewood, in which any one was reading anything beyond Euclid and elementary algebra, and at only one of these—Brewood—is the mathematical standard relatively higher than the classical. The five schools together would not furnish more than 12 boys who had gone so far as plane trigonometry, and of the rest of the 97 but a small minority had

French.

been over six books of Euclid. As to knowledge of French I cannot speak precisely, but I set or saw translations from French into English at all the schools where I understood that it was made much of, and if 20 were taken as the number of those in all the schools who could translate a passage from an ordinary French writer for themselves, so as at all to understand it, the allowance would be a liberal one. At Brewood and Coventry, and at those schools only, (to the best of my knowledge,) lessons are given in

English.

history and English literature of a kind which can be reckoned to contribute to liberal education. These schools together might produce about 10 boys having an intelligent interest in English literature, and a knowledge of history that would be likely to continue with them. Chemistry is studied to some purpose by a few boys at Walsall and Stafford.

Causes of the above short-comings.

In considering the probable causes and possible remedies of the short-coming above delineated, it will be best to begin with a process of exclusion. Observation of the present working of grammar schools and intercourse with their teachers lead me

What the remedy is *not*.

distinctly to the result that a remedy is *not* to be found either in a radical change of the subjects of instruction, or in new methods of teaching as distinct from a greater general effectiveness on the part of the teachers.

Not the abandonment of Latin.

The question between classical and other methods of education, and between the English and continental systems of teaching classics, is doubtless of great importance in its bearing on the upper classes of the great schools and on the Universities.

Controversy between "words" and "things" does not arise till later.

Through them (as will afterwards be pointed out†) it has an indirect bearing on the condition of grammar schools. But it is most important to notice that the boys in the grammar schools of which I am speaking—even the select 97—have not reached the stage at which the controversy of systems can rationally be raised. When a boy has got that acquaintance with grammatical forms, without which he cannot speak or write any language, even his

* The master of the Stafford school—not, I am sure, from any fear of the result, but on principle—declined to allow of my examining any of his boys. He sent me, however, a budget of papers which some of them had done for him.

† See pages 163, 172, and 179.

own, with more than accidental correctness; when he has learnt to appreciate other distinctions than those which can be directly seen, and smelt, and handled; when he has become capable of inference in regions besides those of profit and loss; when he has learnt the difference between the word that first occurs to him and the right word; then a serious question arises as to the parts which the acquisition of positive knowledge and of skill in the use of words should severally fill in his education. The grammar-school boy, however, nearly always disposes of the question by leaving school as soon as—often before—he has received the preliminary mental training without which neither real knowledge nor literary skill can be acquired at all.

Difficulty in grammar schools of reaching the stage at which "liberal" education begins.

The primary question, then, is, how boys of the sort frequenting the lesser grammar schools can be brought in larger numbers and at an earlier age to the level which is now only attained by the highest class at the best of them, and at which liberal education can first be said properly to begin. The apparently short cut to this end—of substituting modern languages for an ancient one, and botany or chemistry for grammar—would be found, I think, a longer road. Setting aside for the present deficiences on the part of the teacher, the real difficulties which have to be met on the part of the taught are an absence of intellectual interest, an incapacity for intellectual effort, and an obtuseness to distinctions of thought. Either the proposed "modern" curriculum would appeal to the same intellectual interest, and exact the same effort and refinement of inteliect as the present classical one, or it would not. If it would, it would meet with the same passive resistance as the present; if it would not, to adopt it would be not to overcome existing difficulties, but to acquiesce in them. Whether, in any case, such acquiescence may be necessary, is a further question; but it is inconsistent with the attainment of the object here under consideration.

This won't be reached sooner by giving up Latin.

Why not.

It will be well, however, to consider more in detail in what the "modern" education at a grammar school might consist. The study of the English language, philologically, is clearly beyond the grammar school level. To be pursued to any purpose it presupposes the possession of just that intellectual apparatus which it is our problem to supply. The study of English literature, again, though most valuable under a good teacher to boys who have reached the stage at which those in question leave off, is impossible till the power of appreciating language other than that of common life has been attained. When professedly adopted in "middle schools," it consists, so far as I have observed, in cramming "manuals," which dispose of Milton in a couple of pages, with an enumeration of his works, the dates of their publication, and a few stock criticisms which have no more meaning to a boy than an account of the pictures in the Academy to one who has never seen a work of art. History and geography, as ordinarily taught, by the almost uniform confession of the teachers serve merely to exercise the memory. Their educational value (and this is itself a drawback) depends solely on the spirit with

Why study of English won't do.

Why that of history and geography.

which they are taught; but at best, studied as a boy must study them, they do nothing to elicit the faculties of inference; nor can they take much real hold on those who are wholly without political knowledge or interest. English grammar is very properly taught for practical purposes to boys not habituated to speak and read English correctly at home, but as an instrument of liberal education it seems comparatively poor. If taught philosophically it at once runs up into logic, out of the reach of the uncultivated schoolboy. As taught in the ordinary empirical way, it does not serve the purpose of Latin. It is the degree to which the learning of Latin requires a perception of difference between words and phrases apparently alike, and of equivalence between those apparently unlike, that gives it at once its value and its unpleasantness. English grammar, on the other hand, having few inflections, and being (in greater or less degree) native to the learner, does little to stir the faculties of discrimination and comparison out of that "stark and dead congealment" which binds the average intellect of the grammar school. I cannot recall a single instance of a school where Latin grammar was well and systematically taught, and English only casually, in which English grammar itself was not better understood than in those where it was systematically taught and Latin grammar exceptionally.* The same remarks apply in a modified degree to the juvenile study of French. They are probably a good deal less applicable to German, but just in so far as the learning of German is more difficult and less generally recognized as of practical utility, the popular objection to it will be the greater. At present, outside of Birmingham, (where it is taught both at the grammar school and the proprietary school,) German is not taught at any school in the two counties, so far as I know, except the Leamington College, which is frequented by boys of a higher grade socially than those who commonly go to a grammar school, and the Brewood Grammar School, where it is not made much of.*

Why that of English Grammar.

Why that of modern languages.

There remain the physical sciences. Of their educational value I speak with the diffidence proper to one who has no thorough acquaintance with them. This value, it must be noticed, is only in question with regard to boys in that state in which to construe a few sentences in Cæsar and to learn Euclid is a serious difficulty. I will not dispute that even to boys in this state those less abstract branches of physical science, such as botany and physiology, which I presume can alone be within their reach, may be taught in such a way as to afford an equal mental discipline with Latin grammar and construing. If so taught, however, they will be equally objectionable. It is only because, as ordinarily taught, they do not require the same effort of abstraction from sense as the elements of Latin, only because they appeal more directly to eye and ear instead of thought, that they are more popular subjects.

Why that of physical science.

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* It should be remembered, however, that the boys in schools of the former kind, being mostly of a higher social grade than those in the latter were presumably more accustomed to correct grammatical speech.

† The merest beginnings of German grammar are taught at Wolverhampton.

The most sufficient ground, I believe, on which the substitution of physical science or modern languages for Latin in the grammar schools can be urged, is as a compromise. Admitting, it may be said, that they are an inferior educational organ, yet they are more popular with boys and parents, as at once more easy and more available in practical life. Since classical studies are confessedly abandoned by all but a very few in the grammar schools before they have been carried far enough to be of much value on their own account, might it not be well to adopt other studies, which will attract a larger number, be pursued with more zeal, and which, however inferior in absolute value, a good teacher may yet turn to account as instruments of true mental cultivation?

What parents think of the "modern" studies.

The notion that parents of the "middle class" have a distinct preference for "modern" subjects as against Latin, is apt to be far too readily accepted. To most of them, as has been pointed out elsewhere, the prospect of a *modern*, as distinct from a mere *clerk's*, education proving of practical value is far too remote to have much influence. In the iron and pottery districts, I heard of a few boys for whom a knowledge of modern languages was necessary, and who went abroad—generally either to Switzerland or Germany—at considerable expense to obtain it. These would be boys who were expected to become the managing men in large establishments. As such, they were presumably born in wealth, and therefore of a class which, as things go, prefers a distant boarding school to a local grammar school. At any rate their parents were of a kind who could so well afford to leave them at school for a year or two after they were 15, in order to learn modern languages, that they could supply no argument for changing the system of education for boys under 15. Their case would be met by a system of bi-furcation after that stage had been reached, to which the shortest way is now being considered. The notion, however, of a possible utility of an acquaintance with French and German is no doubt beginning to reach a less wealthy class. In the iron district, particularly, enough instances occur of such an acquaintance being turned to account, or the want of it being felt, to make the smaller manufacturers alive to its importance. Since the conclusion of the commercial treaty with France, I was told, French teaching was sensibly in more demand.

1st, parents of higher commercial rank.

How this demand is to be met I shall consider more in detail under the head of Commercial Education.* If a parent, however, found that a boy who learnt French on a basis of Latin knew as much of it at the age of 15 as one, who learnt French only, knew at 14, he would generally have enough vague reverence for the classics about him to prefer the former result to the latter. The former is one which a well-managed grammar school may certainly secure; nor if it turns fairly to account the advantages which an endowment gives it, need it ever lose a boy worth having to the private academy on the ground of its insisting on Latin as preliminary to modern languages. Those only will be lost to whom

* See page 191.

the knowledge of a modern language happens to be necessary, and whose early education has been so neglected as to make the shortest road to it the only practicable one. Towards chemistry the ordinary parental feeling is much the same as towards French or German, only that the cases where a school knowledge of it is of direct utility in business are more exceptional, while a practical acquaintance with it is more easily acquired in the shop.

2ndly, parents of lower commercial rank.

It cannot be too strongly insisted on, however, that to that class of parents which forms the main constituency of the grammar school, the shopkeepers and small manufacturers, the "modern" subjects are matter of equal indifference with the classical. What they want for their sons is an education which will qualify them for business, *i.e.*, which will enable them to read, write, do accounts, and compose an ordinary letter—in the most compendious possible way. It is for this they send them to private commercial schools at 4*l.* or 6*l.* a year. The aversion to the grammar school has arisen not from its teaching Latin, but from its failing to teach writing and arithmetic, or at any rate to teach them expeditiously. Let these be properly attended to, and the commercial parent, though he may object to the addition of anything else as loss of time, had as lief the addition be of Latin as of French or chemistry.

Latin not necessarily an offence to them.

Instance from Handsworth.

That to require the learning of Latin is not to alienate parents of the trading class is shown by the success of the "Bridge-Trust" school at Handsworth. This was started about three years ago for the benefit of the shopkeepers and lesser iron-masters of the neighbourhood, and on this class it has continued almost solely to draw. Greek is not attempted in it, but Latin is part of its regular system, and has a good deal of time given to it by all the boys above the one or two lower classes. French is taught also, but is quite secondary, the master considering it his first business to make the Latin standard decently high. When I was there, the knowledge of Latin was relatively higher than that of French, which even the upper boys had only learnt for a short time. Yet this school got nearly 150 boys within a year of its foundation and could get many more if it had room. Charging 4*l.* a year, it is hardly at all cheaper than the private schools to which the boys whom it attracts would otherwise go; yet it has driven all the private schoolmasters of the neighbourhood from the field. This

Causes of popularity of this school.

success I believe, apart from the great merits and popular qualities of its master, it owes to two causes. It has what almost every town grammar school with proper management might have—a good building and playground; and it provides adequately for what the parents really want and understand—good writing, arithmetic, and drawing. One or two parents, having sons there, expressed to me a hesitating desire for rather more French and less Latin; but this objection did not interfere with their general satisfaction, and will probably vanish, if they find, as they will when the school has had time to develope its system, that their sons know French as well in the long run as if they learnt it at a "modern" forcing establishment, though at the cost of waiting rather longer for it.

Finally, on the parental side of the question it is to be remarked, that there are certain persons—few in number but the salt of their class—to whom a local grammar school in which classics and mathematics are taught affords the sole means of obtaining that education for their sons, which they definitely desire. Such are the poorer clergy, dissenting ministers, and the better sort of private and Government schoolmasters. Even a small country town is seldom without them. They are the hills and trees which break the monotonous level of commercial intelligence. Several such men are definitely before my mind when I say that they desire rather more than less of the classical element in the grammar school education, by which alone they can hope to push their sons a little higher up the intellectual ladder, of which they have themselves mounted the first step. In itself, the rational desire of one such father is surely more to be esteemed than the utilitarian instinct of ninety-and-nine practical persons, who want no learning.

Parents who really thirst for classics.

Their value.

As with the parents, so with the boys. A change of system would be to sacrifice the few who want to learn to the many who don't. The modern languages and "sciences" are doubtless more acceptable to the majority of boys than Latin and Greek, but for the simple reason that they are easier. To the mature student of physical science, who applies to his subject the same method and intensity which the student of language or metaphysic applies to his, it is of course an equal discipline, but by the universal testimony of schoolmasters it is just because, as taught to boys, it does not exact the same method and intensity that it is preferred by them; nor does it imply any disrespect to the study to suppose that it would gain little by the unreasonable service of those who want either the capacity or the diligence to write a Latin exercise without violation of the concords. The substitution of it, no less than that of modern languages, for Latin would be to acquiesce in a distinctly lower intellectual standard, and that not for the majority of boys only, but for all. A small grammar school cannot work effectively a system of alternative studies, save within very narrow limits. It has not the necessary staff for the purpose, and the exceptional study is sure to be neglected. Thus the abandonment of Latin for the majority would ultimately involve its virtual abandonment for the few. This, I believe, for reasons above indicated, would be a definite loss to the best boys, and would be no equivalent gain to the ordinary run, who would get no more real culture out of the new studies than out of the old, and would lose that beneficial consciousness of their own inferiority which is induced by contact with a study, to them disagreeably difficult. It would also finally seal the divorce of the grammar school from the University. It would do this in two ways, by its action both on masters and on boys. The present head-masters of grammar schools in the towns are almost always graduates of Oxford or Cambridge, and on the present system rationally so. If active and interested in their work, as they always would be if the system of paying them were put on a better footing, they teach elementary

Why boys prefer "modern" subjects.

Evils of yielding to their preference.

It means a lower standard for all.

Why for all.

It would seal divorce of grammar school from university.

classics and mathematics better than any one else would, and better than they would themselves teach anything else. What they have themselves learnt as boys, they can teach to boys. But on the "modern" system, unless the old universities, with the schools which mainly feed them, also modernize themselves, their graduates will be out of place in the provincial grammar school. Their best men, indeed, if they applied themselves to the "modern" subjects, might perhaps teach them better than any one else, but it is only graduates of the second rank that the provincial grammar schools can command. Such men in teaching the modern subjects, having no longer the advantage of teaching what they have themselves been drilled in from boyhood, would probably do their work but poorly, and would gradually be superseded by men trained to the business, of the stamp of the better kind of certificated masters. This change would probably be in itself an evil, for, so far as my observation goes, the existing graduate master, with all the inactivity which the possession of an income independent of his scholastic exertions is apt to engender, is yet a better source of local civilization than his supposed successor would be. At any rate it would cut off one of the main channels, far too few already, by which the possibility of a university career is brought home to the imagination of the commercial class. The tendency of the modern system with the boys themselves would be of the same kind. It would extinguish every spark of aspiration towards the University. The great check on such aspiration at present is the prevalent notion that education should be an easy and agreeable process, which will qualify the recipient for making money at 15. This notion the adoption of the "modern" system would sanction and enthrone. No recognition of the modern studies in their higher branches by the Universities could mitigate this evil, for it would not be the want of reward for their thorough prosecution that would be at fault, but the absence of any spirit for carrying any study into its more difficult theoretical stages.

Evils of this result in regard (1) to masters, (2) to boys.

Real reasons of defects of grammar schools.

The real reasons why the grammar schools are doing so little for liberal education are to be found, I believe, mainly outside the actual system of instruction pursued in the schools themselves. They may be conveniently summed up under two heads; (*a*), reasons why more boys don't come to them; and (*b*), reasons why those who do come fail to reach a higher standard of learning.

Why don't more go to them.

Position of masters.

Under (*a*), the reason (1) which should be put first as bearing more or less on all that follow, is the position of the head-masters of these schools. Till within a very recent period this was in all cases of a kind which gave them no pecuniary stimulus to make their several schools useful to the immediate neighbourhood. No fees could be charged for day-boys, and from the endowment the master derived an income of which he could only be deprived on the ground of scandalous misconduct, and even so not without an expensive chancery suit. This income he generally increased by taking as boarders the sons of the professional men and lesser gentry from the country round; but though this was a motive for making the school acceptable to one class of society, it was equally

No pecuniary stimulus to popularity.

Former reasons for snubbing town-boys.

so for making it unacceptable to another. The town boys, who would have been unsuitable company for the more genteel boarders, were often frightened away by the terrors either of the cane or of the "classics." If they came, they either failed to get the education for business which they wanted, or were relegated to a "writing school," which gave them no chance of rising to such higher education as the school might afford. I came quite to expect, on inquiring into the past history of schools now dependent almost wholly on day boys, to hear of a time, 30 or 40 years back, when they flourished as boarding schools, and educated many gentlemen of the neighbourhood who would not think of sending their sons to them in their present state. Success of this kind seemed generally to have been attended by corresponding inattention to the ordinary town boys. With the increase in facilities of travelling, and the multiplication of large, attractive boarding schools, the day of such success is finally over, but the impression made by the old state of things on the mind of the commercial class is by no means effaced, nor has sufficient security been generally taken that the grammar-school master, having lost his old function, should vigorously adopt a new one. Many of the schools in the two counties have been put under new schemes within the last 10 years or so, and in these cases provision has been almost always made for the payment of a yearly fee by the boys of sufficient amount to give the master some interest in getting them. In no case, however, except Birmingham, is the payment of the master out of the endowment made to depend largely on the number of boys in the school; and of the schools professing to teach Latin there are still seven, representing a gross annual income from endowment of nearly 4000*l.* where no fee at all, or none remunerative, is charged on the ordinary boys.*

In many cases now no stimulus to attract day-boys.

Nowhere enough stimulus.

I do not at all mean to imply that in these cases or in others want of pecuniary stimulus leads to positive neglect of duty. I am glad to say that I did not in the two counties come across a single case of such neglect. But between neglect of a school, and the effort to make it as attractive as it might be, there is a wide interval. A private schoolmaster resorts to all kinds of devices to push his school, and without adopting these the endowed master might yet with advantage take a leaf out of his book. He touts for boys as a commercial traveller for orders. If his connexion lies with the farmers, he commonly goes round in a gig on a holiday afternoon, calls at the houses of parents who have sent him boys already, and gets leave to carry off any stray son that he finds hanging about at home, whose clothes are sent after him on the following market-day. He promises to give each boy a "practical education" of the exact kind he wants, makes a great fuss about "individual attention," and has to pay for

Contrast with private schoolmasters.

* At Walsall, Rugeley, Nuneaton, and Coleshill no yearly fees at all are paid. At Brewood and Coventry (by sons of freemen), 30*s.* a year is paid. At Stratford boys living inside the borough pay nothing, and that which is paid by others does not go to the master but accumulates. At Audley only weekly pence are paid, but as this is virtually a village school, though professing Latin I have not reckoned it here.

his professions by submission to irritating interference from the parents, not so much in the way of regulating the boy's studies, for which they are generally too ignorant, as of withdrawing him fitfully from instruction altogether. No one who has observed the difficulties, in which the private commercial schoolmaster is placed from inability to hold his own against parents and pupils, can doubt the possible utility of endowments in face of the present standard of intelligence on educational matters among the people on whom such a master depends. But the present effect of the endowment is often to prevent the master from making the grammar school as popular as it might be made without any sacrifice of principle. This appears in a multitude of details, which it is impossible to particularize. One or two points, however, which specially struck me, may be mentioned.

Master of grammar school does not look out for boys.

The master of a grammar school is apt not to look out properly for eligible boys. Not associating personally with the class of parents most likely to use his school, he scarcely knows what boys in the neighbourhood are to be had. Hence, I believe, he loses a good many to the private academies, especially from out-lying places, whom a little notice from him might attract, and misses certain boys, to be found in the upper classes of the be[illegible] schools under the Privy Council, who are capable of higher e[illegible]cation. As I shall have to speak of both these kind of boys another connexion, I will say no more of them here.* Furt[illegible]

Snubs commercial parents.

the endowed master is apt needlessly to trample on the notions education current among the commercial class. That educa[illegible] should be "general," not "special," and that classics and m[illegible]matics are the best instruments of general education, are pro-positions which certainly will not be disputed in this report; but there is no reason why they should be obtruded on parents who do not understand them, but suppose them—not without justification in the experience of the past—to mean that a boy subjected to the "general" education of the grammar school will be of no use in business at the age of 16. A late master of a grammar school with whom I conversed on the subject expressed a conviction that any apparent compromise with commercial ideas in education was as bad policy as compromise with Dissenters on the questions agitated by the Liberation Society. This conviction, to which the practice of certain grammar schools, though of far fewer than formerly, still corresponds, I believe to be utterly erroneous. So far as I could see and hear, when once a master has got hold of a decently promising boy, he may with good management teach him almost what he likes. As it is, parents are often alienated at the outset by an expressed contempt for practical education. If on the other hand the master would promise them adequate attention to writing and arithmetic, and so much to English grammar as is necessary to make the son of uneducated parents write a correct letter, he might add anything else at his pleasure.

These not really difficult to manage.

It is to be remembered, also, that the master of a grammar school often obtains his position without any special interest in

* See pages 196 and 212.

the work that lies really before him. I should suppose, from what I heard of the past, that trustees were generally much more alive now, than they were (say) 30 years ago, to the duty of appointing the best man. When testimonials, however, to character, ability, and knowledge are good, they cannot be expected to look much further. Hence the mastership often falls to a respectable clergyman, of some accomplishments, who is on the lookout for some quiet way of earning money to support a family, but who has little heart for his work to begin with, and soon loses what he has. The evil is aggravated by the fact that a man, once appointed to a grammar school, seems generally to stay there till he dies, or is pensioned out in extreme old age, and that in most cases there is nothing to prevent his holding other clerical appointments. Excluding chaplaincies of unions, which seem generally to be filled by masters of grammar schools, there are eight schools in the two counties of which the masters hold other appointments. In one of these cases—that of Walsall—the master is necessarily under the scheme (of 1797) minister of a chapel of ease, which involves his preaching two sermons on Sunday. Owing to the size of the place and school, this is a most mischievous arrangement, and is felt as such by the master. The master at Stratford is in a precisely similar position. At Newcastle, again, the master of the grammar school has the care of a large parish in the town, and has his attention diverted from the school to a most unfortunate extent. At Kinver the master of the grammar school is also vicar of the parish, and has till lately given up the care of the school almost wholly to a deputy. In the other cases the clerical work is of a less absorbing kind, but in all, I think, it tends to divert the master's interest in greater or less degree from the school. In two of them the master avowed to me his desire to be rid of his scholastic work altogether. In three other cases, where no clerical appointment was held, a similar desire was either expressed or was obviously operative.

Master of grammar school often not interested in his work.

Often has other work.

Instances.

Walsall,

Stratford,

Newcastle,

Kinver.

(2.) The next general cause to be noticed, as lowering the number of boys in attendance at grammar schools, is to be found in their frequently unattractive externals. As a rule, according to my experience, the grammar school of a town is in a far worse situation, has a far worse building, and is far worse supplied with educational appliances than the schools for the poor. It is, in fact, generally the worst public building in the place. For details on this head I must refer to my reports on individual schools. At 10 of the schools, professing to be classical, that I visited, there is nothing worthy to be called a play-ground at all, and at only four in all is there anything more than a large yard, without grass. The schools at Wolverhampton and Coventry call for special notice in this respect, on account of the size of their endowments, the former having a gross income of 1,187*l.*, the latter of 1,066*l.* The Wolverhampton school stands in that street of the town which is or was the worst, both on moral and sanitary grounds. The Coventry school is taught in a building, interesting to the architect or antiquarian, but inconvenient for the purpose,

Bad buildings and situation.

Instances: Wolverhampton, Coventry, Newcastle, Burton, Warwick.

in the worst part of the town, and close to a polluted stream. Neither has a playground. At Newcastle, Burton, and Warwick an impression that the school is unwholesome has definitely prevented boys from being sent to it. Such drawbacks are the more considerable in presence of the growing preference for boarding schools as against day schools, and of the growing reluctance of professional men, on social grounds, to use the town school for their sons.

Contrast, in illustration of above remarks, between schools at Atherstone and Nuneaton.

The operation of the general causes (1) and (2) above mentioned may be illustrated by the contrast between the management and condition of two neighbouring schools in Warwickshire, Atherstone, and Nuneaton. The income from endowment of the two schools is nearly the same. The population which could conveniently send day boys to Nuneaton is nearly double of that which could so send them to Atherstone; nor am I aware of any essential difference between the circumstances of the two populations. At Nuneaton the building is bad and badly situate, nor is there any playground. No fees are charged. The master is vicar of a neighbouring parish (population only 199), and, though thoroughly competent to teach, does not possess much interest in his scholastic work. At Atherstone the building is excellent, there is an acre of playground, and a fee of 4*l.* 4*s.* a year is charged on the ordinary day-boys. The late master, moreover, who had left rather less than a year before my visit, and to whom the credit of raising the school was mainly due, was according to all accounts a most energetic man, who laid hands on every boy of every class who could be got into the school. The results are these. At Atherstone in October 1865 there were 80 boys, 60 being day-scholars. There were nine boys in the first class, 12 in the second. The first class was reading the Apology in Greek, Livy in Latin. The second was doing Sallust (their Greek I did not hear). Each class was well up to its work, and some of the boys I thought of considerable promise, such as, considering their age (for none were over 16), might have a fair chance of scholarships at the University. Two boys from the school, indeed, now hold scholarships at St. John's, Cambridge. The best boy in the school was a day scholar of humble birth, and altogether only about half the boys in the two highest classes were boarders. Here, then, was a school in a small and sleepy country town, which had got 60 boys of the town into its net, giving all a chance of reaching the "higher learning," and of this chance several had availed themselves to a degree which, even if it were carried no further, must leave a permanent impression. At Nuneaton, in the same month, there were only 25 boys, divided into two departments, only six being under the head master. Of these six only one was up to the mark of the second class at Atherstone. Of the 19 in the lower department only one or two were likely ever to pass in the upper, and to the rest the "higher learning" could not be said to be within reach. The superiority of Atherstone in numbers is certainly not due to its "modernizing" the style of education, for this would be inconsistent with its superiority

Causes of success of Atherstone.

in quality, and as will be noticed elsewhere,* English subjects are perhaps unduly neglected there, nor, though it so happens that an unusual proportion of the middling families of the town have sons of an age to go to school, will this really explain the difference in the face of Nuneaton's larger population. The true account of its excellence is to be found in the spirit shown by the trustees in building, in the active encouragement which, being residents in the town, they have given to the school, and especially in the energy of the late master in getting hold of and pushing forward boys. As good as Atherstone is, every grammar school in a country town, having an equal endowment, might with energetic management become.

(3.) The next general causes to be reckoned under (*a*) are the general preference of boarding schools to day schools, and the unwillingness of professional and commercial parents generally to use the town grammar school. The first of these causes depends greatly on the second, but so far as it rests on other grounds it may be considered separately.

Preference of boarding schools. Reasons of this. Fashion.

The preference for large boarding schools is partly simple fashion. It goes along with that reverence for the conventional character of the English gentleman, which is obtruded on us in all the literature of the day, and which in various graduations of form has worked itself down through all classes of society above the shopkeeper. This character large boarding schools are rightly thought to have special means of generating. They foster an early susceptibility to the club-law of honour; form habits of ready address towards equals and of contempt towards "those that are without;" lead to the concealment, if not to the suppression, of egotism and self-conceit in ordinary companionship; and by their organization of games develope a muscular bearing suitable to such a temper. This being a result now recognized as valuable, each class seeks after it according to its means and standard, and in the circulars of private schools one finds its production advertized at a surprisingly low figure. There are more tangible reasons, however, for the popularity of boarding schools, which were frequently brought under my notice, and are connected with the stress of occupation among men of business. Outside the homes of the less distracted ministers of religion, there is scarcely a father to be found who knows anything about or takes any practical interest in the education of his sons. The man of business leaves home after breakfast, and when he returns for a late dinner or tea, he likes his son to be jocose and companionable, but not to bother him about lessons. The mother and sisters, however desirous they may be for the boy's intellectual distinction in the abstract, have seldom strength of mind to check his readiness to take part in any social amusement that may be going on. The consequence is that he does next to nothing at home, and there is not enough competition to stimulate him much in the local day-school. Meanwhile he is very likely forming acquaintances in the

Boarding school saves parents trouble.

* See page 187.

neighbourhood which his parents think socially and morally objectionable, and becoming rather disagreeable in his domestic relations. A sovereign remedy for this mischief is thought to be his migration to a boarding school. Here greater competition and the supervision of the master in the evenings may make him more studious, though I doubt whether they generally do so. At any rate, disagreeable connexions are broken, the family is free from responsibility, and the boy is more acceptable to his home, and his home to the boy, when he returns to it for the holidays. No better than these are the general grounds for preferring a boarding school, as such. Both professional and commercial parents, however, often choose it because it supplies something which they want, and which cannot be supplied at the grammar school.

Reasons why professional men don't use grammar school.

Gratuitous entry.

Instances.

Coventry.

(4.) At most of the schools that I visited the absence of sons of professional men was very remarkable. On the whole, it was most conspicuous in those schools where no fees are charged, and which consequently are apt to have their lower classes filled with boys who, in respect both of birth and of capacity for learning, had better be in a national school. At the Coventry school (serving a population of 40,000), which has the attraction of good exhibitions (though awkwardly limited *), and a master well able to give the highest education, there was scarcely a single son of a professional man in the upper classes. Here the almost gratuitous admission of sons of freemen—they pay 30*s.* a year—and the unsuitable situation of the school, must be borne in mind. At

Walsall.

Walsall school,† where admission is wholly gratuitous, and where the boys of the lower department, who learn neither Latin nor Euclid, partly use the same school-room, though not the same playground, as the rest, there were only two or three sons of professional men out of more than 100, and I ascertained that parents of this sort generally objected to use the school on account of the company. The objection, I understood, had not been so strong some years ago, when the two departments were taught in separate

Nuneaton.

parts of the town. At Nuneaton school, where there are no fees, was only one son of a professional man, and he, I was told, was

Charging fees does not set things right.

Instances.

Burton.

the first who had been there for years. Where fees are charged, however, the evil continues, though not quite to the same extent. At Burton a division of departments has been introduced, for the first of which 7*l.* a year is charged, yet the professional class was represented in it by the sons of a single family. Here the entire want of playground, and the supposed unhealthiness of situation,

Newcastle.

are drawbacks. At Newcastle, where there are similar objections in aggravated degree, the professional men seemed to have quite

Warwick.

given up using the grammar school. At the Warwick school fees are charged, the master is thoroughly able to give the best education for the Universities, and there are three exhibitions of 65*l.*

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* See page 173.

† The endowment is 1,000*l.* a year gross. The population 39,000.

a year each.* The school, moreover, is accessible as a day-school not merely to the county town, but to the whole of Leamington. It has more sons of professional parents relatively to its whole number (44) than the schools previously mentioned, but still a very scant supply considering how many might come, and that the course of instruction is more adapted for them than it is in most grammar schools. Here again want of playground and bad situation are to be noticed. Only at four schools of those I visited, viz., Lichfield, Brewood, Atherstone, and Sutton-Coldfield, did the professional class seem adequately represented. At Lichfield, the endowment being scanty, the fee charged on the ordinary scholars is high enough to exclude the lower rank of commercial boys, who resort either to a private, or to a very good endowed elementary school, in the city. Brewood and Sutton-Coldfield have both considerable attractions in the way of building and playground, and both are in repute as boarding schools. At Brewood the boarders form two-thirds, at Sutton-Coldfield one-third, of the entire school. At the former, "English" subjects certainly receive a full share of attention; at the latter, though I do not mean to imply that they are neglected, yet the system of the school is rather laid out with reference to the wants of professional men, and there is a private commercial academy in the town which seems to flourish in numbers. At Atherstone, as I have said before, every boy of every class that can in any sense be reckoned fit for the grammar school goes to it. Almost the best boys in the school last year were severally sons of an exciseman and a gardener, while all the sons of professional men in the town, who were of fit age, were in attendance. I thought here, however, that, though the general standard of the school was excellent, arithmetic and writing had been somewhat neglected, and there is an impression to that effect among the tradesmen of the town.

Four schools where due proportion of sons of professional gentlemen.

Reasons in each case.

The general objection of professional men to using the local grammar school, so far as it is independent of such remediable evils as defects in the master and building, has a twofold source—dislike of mixture between their sons and those of tradesmen, and an opinion that the small grammar school cannot give adequate preparation for the large "public school," at which, if prosperous, they generally propose ultimately to place them. The dislike of mixture with inferior boys is so closely bound up with prevalent and well-understood feelings of English society, that little need be said about it. So far as it can be said to rest on moral grounds, these are to be found in the facts that the code of honour is apt to be less strict among the sons of tradesmen, that their language is more frequently coarse, and that they are receptacles for all local scandals. It is generally stronger in small towns than in larger ones. In the small town every one knows and talks about every one else, and an acquaintance between the boys of two families leads to each family becoming acquainted with the domestic affairs of the

Permanent grounds for abstention of professional men.

Mixture of classes.

* In two instances during the last few years the holders of these have been placed in the first class at Oxford.

other. So long as the tradesmen of country towns continue their habit of spending the evening in the bar-rooms of inns, a sensitive father may be excused for wishing to have as little connexion as possible between his family and theirs. The difficulties of social mixture in a grammar school, however, seem to be greatly lessened by the influence of the master on the manners of the boy, and by the possession of a good playground. Where, as is most commonly the case, the grammar school has no playground, or only a yard, the day boys after lessons are turned directly on the street. This affects the mixture of classes in two ways. It is companionship with under-bred boys *in the street* which the more refined parent specially fears for his son; and, on the other hand, it is by intercourse with his boys in the precincts of the school and in the playground that the master may best succeed in softening the manners of the rougher ones, and giving a common tone of honour and gentleness to all. Of what may be done in this way, the Bridge Trust School at Handsworth affords a good instance. The boys there are almost all of the trading class, which is very numerous thereabouts. Having spent four days in and about the school, I had good opportunity of observing their outward behaviour, and this seemed to me as good as any one could wish—a good deal better than that *of the same class* at King Edward's School, Birmingham. At Handsworth a good playground adjoins the school, and the head-master, mainly by this means, sees a good deal of all the elder boys out of school hours. At Birmingham the rank and file of the boys emerge immediately on the street, and the masters can see nothing of them when lessons are over. If there were many professional men about Handsworth, which there are not, there could be no reason against their sending their sons to the school, except that the education given in it might not be sufficiently classical.* This brings me to the second obstacle to the availability of grammar schools for the professional class.

Modes of qualifying this objection.

Instance from Handsworth.

Those members of this class who have been themselves, so to speak, born to education, are the people whose sons the master of a grammar school naturally looks for as his best material. In the present state of things, however, it would be difficult with a good conscience to recommend them to use an ordinary grammar school, even though it be well conducted. They naturally desire their sons to have a chance of a university career, if they should show a desire for it, and of turning such a career to the best account. Short of this, they desire them, before taking to a business or profession, to have such an education as is given in the higher classes of the public schools. Neither desire is likely to be well satisfied by the provincial grammar school. A boy who stays on at the grammar school till he goes to the University no doubt eases his father's pocket as much as he would do by getting an exhibition from a boarding school, but for his last three or four

Professional man wants education for his sons other than the grammar school can well give.

* The best instance of an amalgamation of classes that I have met with—due in large measure, I believe, to excellence of building, situation and playground—is the Loughborough grammar school. This not being within the district dealt with by the present report, I have not referred to it in the text.

years at school he will have to be taught alone. Thus he will lose the stimulus of competition, and not knowing how to measure himself, will probably acquiesce in too low a standard. His master may give him as much attention as he would receive at a public school, or more; but the master who spends three-quarters of his time in driving the "syntaxis minor" into boys of 14, cannot keep his scholarship up to the level which is maintained by the higher masters at Rugby and Winchester. The difficulty is probably greater in regard to classical than to mathematical study (which may perhaps account for the fact that boys from the small grammar schools achieve comparative success at Cambridge), and in the case of the former is aggravated by the importance attached to composition in English classical scholarship. In greater or less degree, however, it must be felt in all branches of the higher education. Nor is it easy for the grammar school to fulfil well the subordinate function of educating boys up to the age and standard at which they may with advantage be transferred to one of the great public schools. On this point I found the testimony of the best masters of grammar schools concurrent. If the town grammar school is to do its duty by the ordinary boys, it must adapt its system to a far greater want of home cultivation, and an earlier need of bringing arithmetic and writing to perfection, than are supposed in those for whom the course of instruction at the great schools is adapted. It ought in the first place to take care that all its scholars, except the stupid or neglected, be accomplished in all ordinary arithmetic, and able to write a good clerk's hand by the time they are 12 years old. It is better on all grounds to get this necessary part of the education, which in justice to the ordinary boys must be imparted some time, out of the way at first. It is what the commercial parents value and understand, and it is what the sound commercial schools, by giving it exclusive attention, bring early to perfection. If neglected to begin with, parents are dissatisfied, and the more promising boys are cumbered with it during their last two or three years at school, when they are most capable of receiving some liberal cultivation. Secondly, for boys who form the staple of our provincial grammar school, some early teaching of English grammar is unquestionably wanted. Bred as they are at home, they are incapable without this of reading and writing correctly,* and are thus not only inadequately equipped for practical life, but seriously hampered in the acquisition of any other language.

Why it can't give it.

Want of competition.

Of leisure for higher studies on the part of the master.

System requisite for ordinary boys not best suited to sons of educated men.

The former want too much arithmetic.

Too much English grammar.

Now, for the sons of educated professional men, who are to be sent ultimately to Rugby, Winchester, or Marlborough, any formal instruction in English grammar is, with a view to success at these schools, simply thrown away, nor does any large share of attention to writing and arithmetic "pay." If, then, they are sent to a grammar school conducted on the plan above delineated, they are either not taught in the best way

* Any one, who will take the trouble to look over the advertisements of innkeepers at the end of Bradshaw's Guide, will find that scarcely one is grammatically correct. I know of no reason for supposing that innkeepers are worse educated than ordinary shopkeepers.

for their final destination, or they are taught exceptionally, and such exceptional teaching is always found to be bad both for those in whose favour the exception is made and for the rest. I have not found a single grammar school where a reconciliation between the two kinds of want has been achieved with perfect success, though I have found several where each want was imperfectly satisfied from an attempt to satisfy the other.* As the younger grammar schoolmasters are becoming conscious of the impossibility of maintaining their hold on the higher professional class, they naturally throw themselves more on the commercial. In seeking to attract this they meet with further difficulties, which have next to be considered.

Objections of commercial class to grammar school.

(5.) The statement of these has been to a great extent anticipated in what has been already said. So far as they are permanent they arise mainly from the greater attraction which the private commercial school offers to the parent who wishes his son to be qualified for business by the shortest possible method. This attraction is no doubt in many instances factitious. Of the private schools into which I gained admission, and which were presumably on the whole the best of their kind, there were some in which the arithmetic was worse than in the worst grammar schools. In most, I think, the knowledge of English grammar and the general faculty of composing a correct English letter were no greater than in the second-rate grammar schools. At the sounder private schools, however, charging from 4*l.* to 6*l.* a year, and making little profession of anything beyond "English" subjects, the writing and arithmetic of the boys at a given age, say 12, were, if not better in themselves, yet better for commercial purposes than were those of boys of the same age at most grammar schools. This is the natural result of the fact that they are almost exclusively attended to. There are also certain commercial accomplishments, much thought of by parents of the trading class, of which the private schools make great parade, while the grammar schools commonly ignore them. Such are book-keeping, commercial letter-writing, mechanical drawing, &c. On the extent to which these may be provided for by a grammar school I shall speak afterwards. It is clear, however, that in a school which aims at laying the foundation of a liberal education, they can never be treated as other than supplementary. Those parents, therefore, who wish them to be primary will send their sons to schools where they are treated as such. A certain number also will always be alienated by the rigid system which a grammar school, having only two masters, must always maintain if it is to teach thoroughly what it professes. These will prefer the private school, which ostensibly consults the several wishes and capacities of individual parents and boys. More will be said on these points under the heads of "commercial education" and "private schools." The boys thus lost to the grammar school on com-

Private schools thought to give shorter cut to knowledge necessary for business.

Do they?

Yes, if good of their kind.

* A successful reconciliation is, I think, more nearly approached at Loughborough than at any other school that I have seen.

mercial grounds are on the whole those who would furnish the least promising material for "liberal education." Such as they are, their loss might often be avoided by a fuller recognition on the part of the grammar-school masters of their true position, but so long as the feeling of the trading class on education remains what it is it cannot be altogether prevented.

Statistics as to number taught in grammar and private schools respectively.

It may be well here to give such information as I have been able to obtain with regard to the number of *day boys* attending grammar and commercial schools severally in given populations. It was only in certain towns that I succeeded in learning enough from the private schoolmasters to obtain even approximate statistics on this point. There is also in all cases a difficulty as to the amount of population served by the schools of a country town, according as villages around do or do not send boys to them. In the round numbers given below I have made rough allowance for such villages according to information obtained in the several towns:

Stafford. Population, 14,000; in grammar school, classical department, 37; commercial department, 35; in private schools, virtually not classical, 60.

Lichfield. Population, 7000; grammar school, 26; private schools, virtually not classical, 45 (?); tradesmens' sons in Mynor's English School, 4.

Atherstone. Population, 5,500; grammar school, 60.

Uttoxeter. Population, 6,000; grammar school, classical department, 22; English department, 18; private school, not classical, 28.

Stratford-on-Avon. Population, 7,000; grammar school, 30; private school, classical, 14; ditto, not classical, 20.

Wolverhampton. Population (inclusive of Bilston), 90,000;* grammar school (about), 105; private schools, teaching Latin, 62; ditto, virtually not classical (about), 233.

Walsall. Population, 40,000; grammar school, 115 (classical department, 70; English, 45); private school, virtually not classical, 35. Perhaps one or two other very small private schools.

Those schools I have described as virtually not classical, where there is a profession of Latin, but where it is only taught to a sixth part of the boys, or less, and to these only with a view to employment as druggists. It will be observed that whereas in the country towns the proportion of boys attending middle schools of some kind is nearly 10 to the 1,000, at the manufacturing towns of Wolverhampton and Walsall it is less than five to the 1,000. The same remark applies in yet stronger degree to Birmingham, and, I believe, to the Potteries.† The explanation, probably, is partly that in manufacturing places the number of labourers is relatively greater, partly that in the larger towns the small shopkeepers make more use of schools under the Privy Council. In all the places mentioned, except perhaps Stratford, the grammar school is as full as it conveniently

Contrast between country towns and manufacturing towns.

* The Parliamentary borough of Wolverhampton includes several townships not reckoned here.

† See Report on Birmingham, page 110, and below, page 166.

could be, though on the other hand I do not know that in any of them many are kept out for want of room. The figures in other towns having grammar schools would, to the best of my belief, correspond on the whole to those given.

Many persons virtually out of reach of grammar schools. In the pottery towns.

(6.) There is a large middle population, however, in the two counties, rich as they are in grammar schools, which is practically out of their reach. The most obvious instance of this is in the iron and pottery district of North Staffordshire. In the parishes of Wolstanton, Burslem, and Stoke-on-Trent is a population—practically a town population—of more than 120,000 without any available grammar school within reach. That at Newcastle is as full as its miserable accommodation will allow without drawing on this population, and has besides no attraction to offer them adequate to the fee which it charges for out-town boys. The iron district of South Staffordshire cannot be said to be ill-supplied with grammar schools. Those at Birmingham, Handsworth, Walsall, Wolverhampton, and Dudley possess together a gross annual income of about 16,000*l.* and no place in the "Black country" is more than four miles from one or other of them. These schools, however, together (including the elementary schools on King Edward's foundation at Birmingham) are not educating more than 1,500 boys out of a population of about 800,000. If the smallness of this number were mainly due to the inaccessibility of grammar schools, it might be expected to be compensated by a large attendance at private schools, yet I feel sure, though unable to give exact statistics, that not more than 1,000 are to be found at such schools within the same distance. At the same time, an enlargement in the present grammar schools, a change in their local restrictions, and an establishment of some new ones on the model of the Bridge Trust School at Handsworth would bring many more within the range of a "middle" education. At Walsall, for instance, the freedom of education, which is absolute, is confined to sons of residents in the parish. Extra parochial boys have to pay 10*l.* a year, a higher fee than is charged at any private school in the district, except one on the genteel side of Wolverhampton, which charges the same, and has only 25 day boys.* The result of this system is that the school is filled with free boys, one-third of whom might as well be at a national or British school, while the sons of respectable tradesmen and others, living in some cases almost at the doors of the school are virtually excluded.† I say "excluded," for—setting aside the question of room—the commercial parent of the district in question will always think it a better bargain to send his son to a boarding-school at 30*l.* a year than to a day grammar school at 10*l.* If the privilege of the parish were abolished and a fee of 4*l.* a year charged on all day boys without distinction, or with exemption in favour of

In the "Black Country."

This sometimes due to parochial limitations, as at Walsall.

* With this exception, and that of another school at Wolverhampton, which charges 7*l.* a year, the fee for day-boys at all the private schools in the districts that I am acquainted with, is 4*l.* to 6*l.* according to the subjects taught.

† In the same street as the grammar school, a few yards higher up, are several rows of respectable middle-class houses, which are in Rushall parish.

merit, on the plan of the Bridge Trust School at Handsworth, boys would come to it, as they do to that, from a distance of three miles, and it would thus become available for Wednesbury and Darlaston, which are within that distance, and have a population of more than 30,000.

Supposing this change to be made, I do not see that distance could be urged by any parent in the "Black country" as a reason for not sending his son to a grammar school. The Wolverhampton school is already open at a small fee and under certain conditions, and a certain number of boys, 10 or 12, do come to it from Willenhall and Sedgely—places distant three miles each. It must be remembered, however, that distances are longer to the imagination of residents in a town than to that of residents in a village. A farmer, if he likes a school, thinks nothing of sending his son six miles to it every day, and for a school in a country town, supplying proper conveniences for dinner, four miles may certainly be taken as the radius of its availability for day boys. But it is different with a population like that of the "Black country" accustomed to have all the necessities of life brought to its doors. Those few parents who value an education above that which is necessary for business will send their sons some miles to seek it, but if the grammar school wants to get hold of the average mass of commercial boys in such a class it must go to seek them. Of the best way of doing this I shall speak afterwards.

Distance which a boy can be expected to come.

Another set of boys, which may be taken as to a large extent lost to the grammar schools by difficulty of access, are the sons of farmers. It is true that farmers are in a special way estranged from the grammar school by influences referred to before. On the one hand its system is peculiarly objectionable to parents who make a practice of keeping their sons at home and in ignorance till they are 12 or 13, and then want them to learn to write and keep accounts with the least amount of trouble and discipline; on the other, the fascinations of the private schoolmaster seem to take a special hold on the mind of the farmer. There is a considerable population of this class, however, in the two counties out of the reach of grammar schools used as such, even if it desired to use them. This is the case with the whole district of Staffordshire lying north of a line drawn from Market Drayton to Uttoxeter. The number of farmers in this district, so far as it can be collected from the census-returns (here only partially available, in most other cases utterly unavailable for my purposes), is 2,260. The great mass of these, however, are very small holders, after the custom of that region, for whose sons the national or British school is perfectly available. In the district of Staffordshire south of the above mentioned line, the cases of farmers living more than six miles from a grammar school must be quite exceptional. In Warwickshire, on the other hand, the census-districts of Alcester, Southam, and Rugby * must be wholly outside this distance, and those of Solihull, Stratford, and Warwick

How far sons of farmers are out of reach.

All in Northern part of Staffordshire out of reach.

In parts of Warwickshire.

* Some villages in the Rugby district are in Northamptonshire, but these are at least balanced by those in the Shipston district, which are in Warwickshire and which I have not reckoned.

partly so. Taking the whole number in the three former, and half the number in the three latter, districts, returned as farmers above the age of 20, we have a total of 1,567. These are mostly considerable holders (the average holding in the Southam district seems to be a little over 200 acres), they must be generally heads of families, brothers, sons and grandsons being returned separately, and how they get their sons educated I am at a loss to say. There are only 12 boarding-schools mentioned in the Directory (which I have generally found accurate) within the district, and farmers do not often use schools far from home. From five of these I obtained some information, and taking them as average specimens, the 12 will not account for the education of more than 200 sons of farmers at the outside. I do not know whether there are any statistics of authority on the point, but I should suppose that to 1,500 good-sized farms there would be at least 500 boys of an age to be at school.* The 300, who according to this calculation ought to be at some school and are not at the private schools, cannot be accounted for by the supposition that they are at national or British schools, for the farmers in this district seem generally unwilling to use these. The explanation I believe to be that the sons of farmers commonly get extremely irregular schooling. They are kept at home under the nominal tuition of an elder sister, or of a governess paid 15*l.* a year, till they are 13 or 14. Then they are sent to a boarding-school for a year or two, but as they generally stay at home during the "short quarter," and are irregular at other times, they do not really get more than a year's instruction. That this is the general practice is the uniform statement of schoolmasters whose connexion lies with the farming class, and is a natural inference from what I have seen of sons of farmers at the schools that I have visited. It was always a safe guess that any unusually big and backward boy in a private school was the son of a farmer, and an inquiry as to the cause of his backwardness was always met by the explanation that he had not been in the school long and had been away half his time. At Kineton a "middle school," on a small scale, but very promising, has lately been established for the special benefit of the farming class under the auspices of Lady Willoughby de Broke. The master, who had only been there about a year at the time of my visit, had got together a good many boys, sons of farmers, of about the age of 12, and with these he told me he had to begin *de novo* in the very elements of education.

What becomes of the boys in these cases.

The practical disuse of grammar schools by farmers extends far beyond the regions where they may be considered inaccessible. Farmers are great supporters of private schools in country towns, and I do not recall a single grammar school, used as such, in which a farmer's son was other than rather an exceptional phenomenon. How far this material, unworked at present by the grammar schools, can be worked by them to advantage, will be considered afterwards. At the best a very scanty fruit in the way of "liberal education" can be expected from it for some generations.

Farmers great patrons of private schools.

* It appears from the census-returns that there is generally one boy over 9 and under 16 years of age to every three houses.

Enough having been said of the reasons why the grammar schools fail to attract more boys, it remains to inquire (*b*) the reasons why they do not make more of those they get.

Why the grammar schools don't make more of the boys they get.

(1). In the fore-front of these is to be put the fact, already mentioned, that they have to a great extent lost their hold on the professional class. The difference between the educational standard of the professional class generally and the commercial class generally forces itself strongly on any one conversant with provincial life. The explanation of it is to be found in the simple fact that while the education of the commercial man has stopped at the age of 15, that of the professional men—setting aside the lower stratum of attorneys and apothecaries—was continued from three to eight years longer. The difference in amount of education, which this implies, between the parents of the two classes, must be conceived of as increasing in geometrical ratio if we are to appreciate the difference of educational impulse which they severally apply to their children In the one case there are no books (except a few with gilt leaves, only moved to be dusted,) no intellectual traditions, small opportunities of study at home. The father, probably, spends the evening with his friends at some place of social resort; the mother is tired with household cares, and if she had the will, has not often sufficient elementary knowledge to overlook even the studies of a small boy.* The entire education of the son, therefore, has to be done in school. He goes there unable to read or speak correctly; as he grows older, he reads nothing for himself to quicken the unconscious perception of analogies on which good scholarship depends; nor does any gentle pedagogue at home supply the absence of the schoolmaster in the evening. There is nothing future to stimulate his intellectual ambition. The possibility of an education at the University never entered the horizon of the family imagination, nor has he ever heard any one commended for knowledge or literary ability. The son of a professional man, on the other hand, learns his own language, it is to be hoped, in the nursery. He is early accustomed to the sight and use of books. There are those about him at home who, if they like, can see that he does at home what his master sets him, and as he grows older, familiar example may accustom him to the notion of knowledge as a source of utility and estimation.

Uneducated parentage.

Such general statements as the above must be taken with due abatement for individual exceptions. They would be accepted by masters of grammar schools with a readiness which, as these gentlemen are generally dissatisfied with their position, may be thought somewhat deceptive. They are confirmed, however, by my own observation of the general inferiority of the work done by the day-boys of grammar schools at home† to that done under the master's eye; by the increasing difficulty of getting lessons learnt at

Evidence of the bad effects of this.

* As to the bearing of this state of things on the question between day schools and boarding schools, see below, page 196.

† As a case in which this evil has been to a great extent remedied through the pressure of the head-master, I may instance the grammar school at Wolverhampton.

home as the subjects become higher and more remote from simple writing or arithmetic; by the fact that the use of an expression or illustration which would be familiar to boys bred among books or educated people, is often received by a grammar school class with a stare; by the common inability of the upper boys in these schools to write simple English correctly; and by my general experience (to which there are some noticeable exceptions) that the only boys in them who have attained the elements of scholarship are the few of professional parentage. They agree also with the remark, frequently made by the masters of private schools, that as a rule the only parents, who desire much beyond the commercial routine of education for their sons, are either professional men, or those who through family relationship or otherwise have been brought into connexion with such men.

Where there are no fees, school filled with boys, who learn nothing and prevent others from learning.

(2.) Over and above the general want of a stimulating intellectual atmosphere, the effects of parentage appear specifically in the elementary ignorance of the lower classes in a grammar school. This arises partly from the received view of the grammar school as a charitable institution which is to remove the burden of education wholly from the shoulders of parents, a view which is generally dominant where the school has not been put under a new scheme, and in other places is only gradually disappearing before the exaction of fees and of a minimum of preliminary knowledge as the condition of entrance. The effect of free admission I always found to be so to lower the general character of the school as to deprive promising boys of the humbler class of any real benefit they might gain by entering it. It leads to the invasion of the school by a "mixed multitude" of boys too numerous to be absorbed in a higher element than their own, who get no good from it themselves which they might not get elsewhere, and prevent its doing good to others. I observed that at Coventry, where a virtually gratuitous education is given to sons of freemen, while others pay 10*l.* 10*s.* or 6*l.* 6*s.* a year, according as they do or do not learn Greek, among the nine head boys only two were sons of freemen. Of the rest, six were paying day-boys and one a boarder. The sons of freemen, I was told, generally left before reaching the third class from the top, in order to avoid the cost (about 2*l.* 10*s.*) of books required for that class. Coventry school is in fact only good for anything in virtue of the boys in it who pay fees. Walsall school has not this redeeming element, and with a large endowment and most efficient master can only bring on an average about two boys a year out of more than 100 to the level of the third class in the University local examination for juniors. Though it lays itself out specially for this examination, the cases of higher success are very rare. Where a fee is charged things are rather better, but even here the endowment is applied, not to stimulate or reward the attainment of a higher kind of knowledge than would otherwise be attained, but (in the case of nine boys out of 10) to pay a man 300*l.* a year for teaching what might as well be taught by one receiving only 100*l.* The entrance examination did not at any school that I visited, even where it

Instances of Walsall and Coventry.

was strictest, preclude the necessity of teaching the simplest spelling to the majority of boys that entered it. At Handsworth free admission is given annually to a few boys who pass the best examination among the scholars of the national and British schools. A similar arrangement exists at Burton. With these exceptions, I think it may be said that nothing is done by the grammar schools of the two counties to encourage the education of boys previously to their admission to the school. The result is that these schools in their lower classes are giving an education the same in kind as that given in the national schools, but under a different name, and (on the whole) to a different grade of boys, while in all but their highest classes they are giving the same education as the cheap private schools, and to boys in the same rank of life. This state of things is evil, negatively and positively. Negatively, because the grammar schools, if they would raise their education throughout above that which is to be had elsewhere, and then give admission to it, thus elevated, as the reward of early knowledge, have the power to advance the elementary teaching of ordinary boys by a space of two or three years, and to put the stamp of public discredit on the inability, now very common, of boys born in competence to read and spell at the age of 12—a power which by their present system they throw away. Positively, because not only do the mass of boys, owing to the waste of some years, which might have been given to elementary learning before entry to the grammar school, lose all chance of availing themselves of the higher education which the grammar school has to give, but the few of more promise are kept back by the dead weight of ignorance in the lower classes, and by want of competition when they reach the upper. It was my general experience to find in the lesser grammar schools one boy, in the larger two or three, so far superior to the rest as either to have to be taught separately, thus seriously trenching on the master's time, or to be distinctly kept back by classification with inferior boys. These inferior boys, however, would be themselves quite an aristocracy compared with those in the region below the two first classes, a region from which the majority never emerge. Low as is the level of the first class in a grammar school, it is a level which it is quite the exception to reach. Generally, where there are six classes, most boys will leave in the third from the top. That is, such is the loss of time to begin with, that the average boy, when he reaches the age at which he is fit for business, has only learnt to read, write, and do accounts, with enough Latin to make him think it a nuisance. Such a boy can have no intellectual interest to counterbalance his own desire to be independent, and his father's to have him off his hands. He, therefore, leaves school. If, through better preliminary training, he had had enough knowledge, by the time he was fit for business, to care at all for increasing it, he might have preferred additional learning to making money, and induced his father to do the same. The effect of the present system is thus to minimize the number of those who become capable of "liberal education," and when

In other cases want of high entrance examination. Evil of this.

Preliminary education not stimulated.

Higher education retarded.

they have become capable of it so to lower their own standard and their master's, through constant commerce with dunces, that they pursue it under a disadvantage unknown in the higher forms of the "public schools."

Want of effective reward to higher boys.

(3.) While the few who reach the ordinary level of the grammar school are thus depressed through want of effective emulation, there is little to reinvigorate them in the way of effective reward. As has been explained, they are mostly of a class to which the Universities are quite unknown ground. Their parents are either unable to bear the expense of a university course, or, if they are prosperous men who have risen from the ranks, generally unwilling.* The college system, maintained at Oxford and Cambridge, by putting a certain mystery about the University career, and raising its expense, increases the difficulty. The father of the aspiring grammar-school boy probably does not know how to communicate with the authorities of a college. Fees and caution-money perplex him. He is ignorant as to how scholarships and bible-clerkships may be best obtained. It is possible for him, of course, to leave all such matters in the hands of the schoolmaster; but an arrangement on his son's behalf, which is wholly unintelligible to him personally, he is sure to look upon with a less favourable eye. The difficulty of expense, however, is much greater. Without a college scholarship, or (at Cambridge) a sizarship, boys of the kind under consideration cannot possibly compass a degree at the old universities. A scholarship they have very little chance of obtaining. At Oxford, certainly, the picked boy from the provincial grammar school would have a much better chance relatively of being placed in the first class at the final examination than of gaining a scholarship, his capacity for obtaining positive knowledge being relatively superior to his skill in the use of words. The sizarships at Cambridge, though not absolutely "public juris," sometimes afford an opening of a kind that does not exist at Oxford, and the only scholarships that have been obtained of late years by boys from the schools that I visited, setting aside Warwick, have been at Cambridge. At best, however, to a grammar-school boy of 15, and still more to his father, the contingency of obtaining access to the University in this way must seem very remote. If the boy continues at school on the strength of it, and is finally cheated of his hop[illegible]he old universities are virtually closed against him, and he has [illegible]our years which might have given him a good footing in b[illegible] Any one who inquires into the personal histories connec[illegible]h provincial grammar schools will find enough instances o[illegible]prises upon Oxford and Cambridge proving a bad speculation to make him cautious in advising an imitation of them.

Universities generally out of reach.

Reasons of this.

Special obstacles in the way of a Dissenter.

The impediments between the grammar school and Oxford and Cambridge, great in any case, are greater to a Dissenter. The restrictions in favour of Churchmen on scholarships, fellowships,

* Men of the latter sort, who "aim high" educationally, will probably either not use the grammar school at all, or early transfer their sons to a more select school.

and degrees, need not here be enlarged upon. A special restriction on the exhibitions attached to Coventry school calls for special notice. These are tenable for seven years, three of which are to be spent at school where the holder receives 5*l.* a year; four at the University, where he receives 35*l.* a year. A candidate for one of these, while he has still three years to spend at school, and is thus presumably not over 16, has to declare his intention of taking Orders. This of course constitutes an absolute exclusion of Dissenters. At the time of my visit, while two or three exhibitions were waiting to be filled up, the most promising boy in the school—a boy for whom a first class at Oxford might modestly be predicted—as the son of a Baptist, was prevented from taking one, and in consequence from contemplating a university career. I found, however, in his case, as in that of other Dissenters, that the prospect of a difficulty in providing for himself at Oxford or Cambridge was not the sole reason against trying to get there. A further question had to be met. What is residence at the University to lead to? In the case of a Churchman, the question, though formidable, may be answered. If he proposes to take Orders, a good degree may improve his position and prospect of preferment. Short of this, it may always be turned to account in a scholastic career. But to a Dissenter nearly all the masterships in schools are closed as much as the benefices, and unless he is born to wealth, it is difficult to tell him of any adequate return, which a successful career at the old universities can bring, as compared with the outlay which they exact. This is the more important to notice, as the better boys at grammar schools are often Dissenters. The ministers of Nonconformist congregations are among the few educated parents who habitually use them.*

It may be safely assumed that the only rewards which can be reckoned on as incentives to a pursuit of knowledge beyond the point reached at the age of 16, are those which contribute to future success in life. Failing the attractions of Oxford and Cambridge, those only remain which are offered by the University of London and the Civil Service, and in the grammar schools which I visited I heard of very few cases in which these were in operation. At the Stafford school were two boys preparing for matriculation at the London University. I do not recall any who were doing so at any other grammar school outside of Birmingham, though of course I may have failed to notice such cases. It may safely be said, however, that so far as the grammar schools in Staffordshire and Warwickshire are concerned, the attractions of the University of London are doing very little to lead boys to stay longer at school or reach a higher education than they otherwise would. This is to be accounted for partly by the fact that the grammar schoolmasters are not generally familiar with this University and its system, and hence do little to direct the thoughts of parents or pupils towards it; partly by the fact that it is not the recognized channnel to any profession, except the

Attractions of London University.

Why small.

* On the use of grammar schools by Dissenters, see page 236.

medical,* and that it has no emoluments or old-established distinctions to offer, like those of Oxford and Cambridge, as a set-off to the loss of time and opportunities involved in an extension of education beyond the age of 16. I found a few cases, where an appointment in the Civil Service was being looked forward to as a reward for protracted education, but here the element of contingency, arising from the requirement of a nomination, greatly detracts from the effectiveness of the stimulus, and confines its operation almost entirely to boys resident in represented towns.

Attractions of Civil Service.

Drawbacks.

Day boys generally meant for business.

Age at which these leave.

On the whole, with a few exceptions—such exceptions as to be noticeable—the day-boys in the grammar schools that I saw were destined for various kinds of business, on which it is the custom to enter at the age of 16 at latest. In the country towns, as might be expected, the age for leaving the grammar school is generally rather later than in the manufacturing towns, but this is compensated by the boys in the former being more backward to begin with. At Walsall I only found one boy in the school over 16; at Wolverhampton two. At the latter school, however, under the influence of a new scheme and energetic management, it seemed that several boys were likely to stay on to the age mentioned, or longer. At Coventry were four who had turned this age, two of these being retained as holders of exhibitions. At Warwick I noted two such, one being retained by anticipation of an exhibition; at Stafford, which has no such attraction, also three. At Brewood there were several, but Brewood is essentially a boarding-school. Elsewhere a day-boy of 16 was so rarely met with, as at once to arrest one's attention. Setting aside these mentioned, I can answer for there not being six in all the grammar schools together. Those who stay the longest, with the exception of the few who contemplate the University, are those who intend to be attorneys or chemists. The early removal of the rest from school is due partly to the objection of merchants to take boys over 15 as clerks, partly to the customary period of apprenticeship being seven years, which parents desire to be over by the time the son is of age.

What educational reward for these?

Prizes in the school.

Example of private schools.

In this state of things, the only incentives to study are merely honorary, and as such, comparatively feeble. They are either provided by the school itself, in the shape of prizes, or from without by the "local examinations" of the Universities and those of the Society of Arts. In respect of distribution of prizes, the grammar schools might, I think, with advantage take a hint from the private schools. The latter, being under a strong necessity of advertisement, generally have a great display of distribution of prizes, in the presence of parents and friends, twice a year. In many cases their masters have confessed to me that they had to give prizes without discrimination for fear of giving offence—a fact which should be borne in mind in considering the value of educational endowments. With that stricter justice, however, which their independent position enables them to maintain, the

* I am aware that many dissenting ministers obtain degrees from the University of London, but sons of Dissenters, contemplating ministerial employment, would generally be removed early from the grammar school to a special institution for training ministers.

masters of grammar schools might well take similar means for giving publicity to their rewards. In some cases they already do so, but in many others owing to that backwardness, which is partly natural to a "scholar and gentleman," partly the result of a guaranteed income, nothing of the kind is attempted.

Middle class examinations; what schools send in for these.

The stimulus of the "local examinations" seemed in some cases to be very effective. The grammar schools at Brewood, Wolverhampton, Walsall, Stafford, Solihull, Coventry, and Burton have all sent in boys, more or fewer, to them during the last few years. Of these, Brewood, Walsall, and Stafford send in regularly, and lay out their system of education accordingly. The rest have hitherto only used them exceptionally. Coventry having exhibitions, in its upper classes adapts its instruction rather to the Universities. At Burton the teaching of the younger boys in the upper department seemed more purely classical than I have found it where the local examinations are specially looked to. Wolverhampton, under a new master, has as yet hardly got its system set at all, but is laying itself out rather for the Universities. The only school that has sent in largely to the local examination for "*seniors*" is Brewood. In the Cambridge examination for "seniors" different boys from Brewood have been head in "English subjects" for four successive years. The whole first class of eight boys, at the time of my visit was doing the work prescribed for the next examination for seniors at Wolverhampton. At Walsall was one boy reading for the senior examination, and that seemed to be about the yearly average. From Stafford, on an average, about two seniors have passed each year. From Burton only two seniors altogether have passed; from Coventry one; and from Wolverhampton one.

"Seniors"

and "Juniors."

The examination for juniors, as it catches boys just at the age when the best are likely to leave the ordinary grammar school, is much more in request, and I found that at all the schools mentioned above, except Wolverhampton and Coventry, as well as at some others, the work prescribed for it was the subject of the regular lessons of those in the higher classes who had not yet passed it. Altogether at least 25 boys were professedly preparing for it.

Objections to them commonly urged.

At the schools making no use of these examinations, I heard three reasons assigned for such abstention. In some cases distance from the local centre makes it impossible for boys to go in, unless their parents or the school master will be at charges to take a lodging for them. In others the better boys were said to be of such a class, that their parents would rather turn up their noses at a "middle-class" examination. This objection seemed only applicable to a few at Sutton-Coldfield, and perhaps Lichfield. Finally, some masters objected to the special preparation necessary for success in these examinations as "cramming," and held it to be inconsistent with the best general arrangement of the studies of a grammar school. The last objection is the only one that requires consideration, and raises the general question of the effect on the schools of the new local action of the Universities.

Their effect on schools.

Failure in the "local examinations" attaches a considerable stigma to a grammar school. The private schoolmasters "watch for its halting," and though its complete abstention may be credited as appropriate to its classical superiority, the "plucking" of its pupils at once raises an outcry. In order, however, to secure success it is necessary, say the objecting masters, to give an undue share of attention to the boys who are to be sent in, and to certain books and subjects as distinct from general education. As to the first ground it is clear that the mere forcing of the few boys at the top of a school cannot win for the school that sustained success in these examinations which is necessary to its permanent reputation. But that provision for a series of "local honours" implies a systematic pressure on the promising boys throughout a school, to the exclusion of their more stupid fellows, is, I think, true. I constantly found the classes under the head-master at a grammar school reading a book obviously too hard for the majority of boys in it, because it was prescribed for the next local examination, for which only one or two were going in. So in the lower classes Euclid and "English analysis" were sometimes being prematurely attempted by the majority in order to get the few, who were likely sometime to be qualified for the local examination, early into training. Compendia of English history, also, will be got up for the same purpose by boys for whom stories about Alfred and the Cakes or Charles in the Oak, would be more suitable. The good or evil of such a system must be matter of opinion, but I may venture to express the strong conviction that so long as the average boys are taught the necessary elements, the more the clever ones are forced the better. The latter gain by it, and those who are incapable of gain cannot be said to lose.

Pressure on promising boy.

Good for them and not bad for the rest.

Advantage of sending in entire classes.

The objection in question, however, is more satisfactorily met at schools, which have attained a certain standard, by sending in whole classes at once to the examinations. This is done at Brewood, where, as I have said, the whole first class was preparing for the senior, and the second for the junior Cambridge examination. A similar arrangement is made at Stafford, and at one of the chief private schools in Staffordshire—Mr. Sydenham's at Cannock.* So far as I could see, it removed the possibility of the ordinary boys being victimized for the sake of the best, while it provided a more effective stimulus for the latter.

Objections to the kind of work which these examinations exact.

That the result of the examinations under discussion is an undue attention to certain subjects, and to the fragments of Latin annually selected by the University, is a more true and serious objection. It seemed that the construing of the 5th Æneid, which was being got up last autumn for the Cambridge examination, was literally learnt by heart by the boys who were to be sent in. If they were put on to translate a lesson which they had learnt for the first time they could make nothing of it, while the part

* This school is to all intents and purposes a private one, though it has an endowment of 10*l.*, and I have accordingly throughout left it out of account in speaking of grammar schools.

which they had finally got up they had at their tongue's end. In the parsing and construing, again, of the given portion they were often very exact, while unable to turn the simplest English, which they had not seen before, into Latin. This experience enabled me to appreciate the observation of the head-master at Wolverhampton, which is that of an excellent teacher of boys, that a boy preparing for these examinations generally went back rather than otherwise in Latin during the time of preparation, as compared with those who pursued their ordinary class-work. In regard to other than classical subjects the same objection has some validity. The preparation in question exacts a systematic teaching of English grammar, practice in English "analysis and paraphrase," and a familiarity with the outline of English history. It exacts this *bonâ fide*, and in the schools that had successfully pursued this line I found among the upper boys a quickness and accuracy in "analysis," and a knowledge of the leading facts of English history, which were certainly not to be found in schools that held aloof from it. For boys of half-educated parentage, and destined for the shop or counting-house, so soon as the examination is over, the system is probably a good thing. Without it an intelligent interest in the literature and history of their own country might not be possible for them in after life. For boys, on the other hand, born among any kind of literary habitudes, or likely to continue their education to the verge of manhood, it can hardly be beneficial. For them the simple encouragement of a taste for reading is more to be desired than much paraphrase, and a familiarity with the living physiognomy of one small period of history than an acquaintance with the skeleton of all.

How far valid.

The adoption, therefore, of the "local examination" system is only satisfactory on the supposition, which for reasons already stated I believe to be necessary, that the ordinary grammar school must lay itself out for the former class of boys rather than the latter. This is a supposition, however, which the master of a grammar school is slow to admit, and the mode of teaching that follows from it, according to the system of the "middle-class examinations," is one likely to be specially irksome to a highly educated man.* The practical problem remains how the system can be made to consist with general cultivation, and with a preparation for a possible university career of the best talent that it elicits.

With a preparation of young boys for the "public schools," such as Rugby and Winchester, it seems all but absolutely incompatible. Till the local examinations acquire more social *prestige*, parents who have the public schools in view will probably not much like their sons to go in for them. The sons themselves, if they go in, must either be drilled in English subjects to an extent not supposed by the entrance examinations at the schools mentioned, or run a risk of being "plucked in the preliminary," and

Preparation for them incompatible with preparation for public schools.

* It was a feeling of the above objections, I believe, which led the master of the proprietary school at Edgbaston, after a period of remarkable success in the local examinations, to hold aloof from them altogether for some years. Boys from this school, however, are now again sent in for them.

in Latin and Greek must be taught in a way not the best calculated to make them fine scholars. If, on the other hand, they are treated as exceptions, they spoil the system of the school and get less regular teaching themselves. The public schools, of course, have it in their power, by modifying their present system, to remove this difficulty, and would thereby do much to obliterate the social demarcations which at present are growing stronger in education; but this is hardly to be expected of them. I heard of one boy from Brewood who had gone on to Harrow and been well placed there, but this was a solitary exception. The third class at Burton, in which were some boys, chiefly the master's sons, preparing for Winchester, did not seem to be pursuing the line of study best fitted to qualify the ordinary middle-class boy for the local examinations, though no doubt the candidates for Winchester, if they were diverted from their Latin and Greek for a few months to English grammar and history, might do very well in them.

How far compatible with preparation for Universities.

Instance from Brewood.

Of the possible combination of a system specially adapted to the local examinations with effective preparation for the Universities, Brewood school is the best illustration that I have met with. It has achieved great success in these examinations, and its numbers have risen in about six years from almost nothing to nearly 100, of whom two-thirds are boarders. It sends about 12 juniors on an average, and two or three seniors, every year to the Cambridge examination at Wolverhampton. At the same time it has, during the last few years, sent several boys to Cambridge, who have done very well. A year previous to my visit three, I think, had gone there, who had passed the local examination for seniors (in the first class) nearly three years before. Two of these had got open scholarships at St. John's College. When I was there, a younger generation had filled the upper classes. Several of them, however, seemed likely to go on to the University, and all (with a few special exceptions) had been or would be sent in for the local examinations. It must be observed that the successes which Brewood boys have obtained at the University have been mathematical, and the school was clearly stronger relatively in mathematics than in classics. Greek is not begun till nearly three-quarters of the way up the school, and after that there are exemptions from its study. In the second class from the top there were several young boys, who had evidently been well taught in classics and were beyond the ordinary grammar school level. Still, though there were several boys in the school who promised well for gaining scholarships in time by mathematical knowledge, there were none for whom I should much anticipate them on the strength of their Latin and Greek. It is to be remembered, moreover, that Brewood from the position it has obtained, is able to attract boys of a higher class socially, and who have presumably more home-cultivation, than those who frequent the ordinary grammar school. Its boarders pay 50*l.* a year, and though there is no sort of exclusiveness in its management, many of the day-boys being sons of the farmers of the neighbourhood, its upper classes are clearly not in

How far exceptional.

the same need of preliminary civilization as most who are sent in to the examination for juniors. This circumstance, and the skilful teaching of the head-master, render it possible to compress the subjects other than classics and mathematics, which the local examiners require, within very small compass. Though its success, as already mentioned, has been eminent in "English" subjects, only 1½ hour a week is given by the first class to history and geography together, and no special lessons are given in English grammar on literature till a month or two before the examination begins. Scantiness of time for these subjects is more than compensated by general intelligence, frequent practice in English writing, and effective teaching. On the whole my conclusion is that, with good material and teaching, a grammar school that lays itself out for the local examinations, if it can get its best boys to stay on for the examination for seniors, may again give the best of these a good training for scholarships at Cambridge. Such boys, however, will at present have a worse chance of scholarships at Oxford. The examination for these, with the exception of a few given for special excellence in mathematics, is mainly suited to the course of instruction pursued at the great classical schools, and though a young man of the kind in question might very likely get a final first class at Oxford, if once he were there, yet the want of a scholarship bars his way. On the question whether preparation for the local examination constitutes a good general training it is only necessary to remark that all education must be relative to the time at which it is likely to stop. The process which a boy has to go through, in order to get ready for the "junior" examination, can scarcely be a desirable one if his education is to be contiued beyond it. It implies the learning of too many things at once, and the virtual learning-by-heart of translations from Latin books instead of a gradual acquaintance with the Latin tongue. The same remark applies with some modification to the examination of "seniors." But it does not at all follow that either examination may not be the best for the majority of those who go in for it, with whom it is the final goal of regular education.

More compatible with preparation for Cambridge than for Oxford.

How far compatible with general cultivation.

To return to the question of the value of the local examinations in the way of reward, it will be seen from what has been said that they have on the whole little value as leading to anything further. It is only in exceptional cases that even the examination for seniors can serve in any way as a stepping-stone to the University, and again it is only exceptionally that boys can be got to stay long enough at a grammar school to go in for this. Nor in nine cases out of ten can success in these examinations be in any sense a source to success in life. Of the estimation attached to them by the public I heard different accounts. At Coventry I was told that parents would only allow their sons to go in for them as a favour to the master of the grammar school, while at Wolverhampton (which is a Cambridge local centre) the master of the school told me that though he personally objected to preparing boys for them, he yet intended to do so because they formed the one test by which the local public measured the school. The

Value to be attached to success in these examinations as a reward.

truth I believe to be that though parents of the middle-class in general are beginning to look to them as a test of the goodness of schools, they yet have no particular ambition as individuals for their sons to succeed in them, because such success does not as a rule provide any better openings in business. Thus they afford a powerful stimulus to the schoolmaster, where his position is such (which it is not always) as to render him sensitive to parental opinion, but on the boys they act mainly through him. His ambition to some extent communicates itself to them, and a public distribution of prizes for success in the examinations by a local magnate adds some further incentive, especially to those who live in and about the town where the distribution takes place. Of this I had good evidence, particularly at Brewood, and at Mr. Sydenham's school at Cannock. The best testimony to the effect of the system is to be found in what I heard from all the schoolmasters who had largely availed themselves of it, viz., that it has already lengthened the time which the better boys give to education by at least a year. Those who would otherwise have been removed from school at the age of 14 are allowed to stay there till 15, in order to go in for the examination for "juniors," and those again who have distinguished themselves in this are often tempted to give still another year to preparation for that for "seniors."

The examinations by the Society of Arts and those instituted by the Government Department of Science and Art are not, according to my experience, much used by grammar schools. The chemical examination of the latter is resorted to by boys from Walsall, and at Kinver also I found some youths, late pupils of the grammar school, who had gone in for the former. These examinations do not carry the same local *prestige* as those instituted by the Universities, and the drawbacks mentioned to the effectiveness of the latter apply to them with more force.

Defects of teaching in the grammar schools.

(4.) Having explained the chief difficulties on the side of the pupils, as they presented themselves to me, which interfere with the attainment of a higher standard, I come now to those which lie rather on the side of the masters. Among these I must be understood to presuppose that want of sustained energy on the part of many grammar school masters, very different from negligence, and due to the nature of their position, which has been previously given as one of the reasons why their schools are not more full.

Distraction of the masters.

To this must be added the distraction which results from teaching a great variety of subjects to boys of the most various degrees of knowledge and capacity. The subjects taught in a grammar school, which seriously attempts the classics, are as numerous as those taught at a great "public school," and perhaps the gradations among the boys are not much less so.* For dealing with this heterogenous material there are but two or three masters. Among these there can be no satisfactory division of labour. Either one man must teach all the classics, another all the mathematics and arithmetic, and a third all the English, or each man must take the entire teaching of a certain number of boys on all

*At Nuneaton the six upper boys were divided into four classes; at Warwick the eight upper boys, in like manner, into four classes.

subjects. If the former plan is adopted, the classification for all subjects must be the same. The first class in mathematics for instance must coincide with the first class in classics: otherwise the mathematical master, having his second class while the classical master hears his first, will want some of the boys occupied with the latter. The result is, that a boy, for instance, who has a specialty for arithmetic, has either to be put above his level in classics, or below his level in arithmetic. If the former alternative is adopted, he is a drag on the others in classics; if the latter, (which is more common in grammar schools), he is himself kept back in arithmetic—a result very unfortunate to the repute of the school with commercial parents. Modes of classification.

To take an instance. At Warwick are two masters, one of whom takes all the classics, the other all the arithmetic and mathematics. The school is divided into two main groups which are taught in separate rooms. The upper one, on a given day, will be occupied with the classical master in the morning and the mathematical in the afternoon, the lower one with the mathematical in the morning and the classical in the afternoon. According to this arrangement, the same boy must be in the same group for all subjects, and the mathematical master complained to me of the embarrassment of having to teach a boy very backward in arithmetic along with the first group, because he happened to have reached its level in classics. The only way in which this evil could be avoided would be by the whole school doing arithmetic at one time, on a distinct classification, and this implies that both masters should take part in teaching it. Instance of one from Warwick.

This way out of the difficulty (which applies equally to all subjects, though the competition between classics and arithmetic is most important), may be desirable under the circumstances, but is very unsatisfactory in itself. To teach three classes in Latin and Greek alone is somewhat distracting,—especially, when as is often the case, they ought properly to be broken into four or five, if circumstances allowed. To teach them also French, arithmetic, and history breaks a master's time into half-hours. And this is what actually happens in most grammar schools. The consequence is that none but a specially gifted master can apply himself with any elasticity to any of the lessons that he has to give. The masters at Rugby, I believe—at any rate those of the higher forms—get up their lessons beforehand. It would be generally admitted that a man could not be an effective teacher of advanced pupils who did not do this, and perhaps to make a lesson really effective to young or backward boys may be no less a work of art. I may be doing injustice, but I doubt whether any one of the masters of the schools that I visited ever prepares a lesson beforehand, nor do I see how he should. Supposing this state of things to be compatible with the most effective teaching of such boys as form the first class of most grammar schools, it can scarcely be so with that of boys preparing for the University. There are also instances of boys who stay on at the grammar school beyond the ordinary time for general cultivation, and with a view to the Civil Service. Other mode. Its defect.

Under a better system there might, it is to be hoped, be more. What is specially wanted for such boys is such spirited discourse on history, literature, and science as may create a real interest in these matters—an object which the manuals can never achieve—and this the distracted grammar school master, who has perhaps never himself travelled out of the routine of elementary classics and mathematics, is in most cases incapable of giving. The evil of course is aggravated when the master is partly occupied with work outside his school, or has lost interest in his vocation.

Difficulty of getting good under-masters.

(5). I have already expressed an opinion that graduates from Oxford and Cambridge are, on the whole, the most suitable men to act as head-masters of grammar schools. Provided that the trustees are on their guard against men of this class who are involuntarily seeking such a position under stress of circumstances, I don't think they would gain by travelling into other regions. The question, however, is a different one as regards the assistant-masters. In several schools provision is made for an under-master, who is to be on the foundation, and is as virtually irremoveable as the head-master himself. This arrangement is generally recognized as bad. It not only leads to all the evils of divided empire,

Evil of having one on the foundation.

but establishes an officer who has security of tenure without responsibility—who, like the head master, is strong in the strength of an endowment which can be taken from him only by a process which no one will undertake, but who is not subject to the same restraints of public opinion. Without invidiously particularizing, I ought to say that I have met with several cases which strongly illustrate the above remark. The mischief, I think, is generally greater, where such an under-master is a graduate, for in that case he is apt to consider the elementary work, to which he is relegated, as beneath him.

Cases where the income is not sufficient to provide a good assistant of any kind.

Where this evil is avoided, and the under-masters are all readily removable either by the trustees or head-master, there are still great difficulties in the way of getting effective assistance. In some cases the income of the school, according to present arrangements, is not enough to provide a good assistant of any kind. Without an assistant it may safely be said that a grammar school cannot be conducted as such at all. Of those professedly so conducted, at Solihull 70*l.* a year is all the money it is possible to give to an assistant, although fees are charged. For such a sum a graduate is out of the question, nor can a good man of another sort be kept, though by a happy chance he may be obtained for a few months. At Uttoxeter the under-master gets 100*l.* a year. At Coleshill (where, however, no fees are charged) he gets 80*l.* Neither sum will get a first-rate certificated master, much less a graduate. At Lichfield adequate assistance can only be obtained by charging a higher fee on the day-boys, and making the school more dependent on boarders than is desirable. At Newcastle it would be impossible for a decent salary to be given to an assistant but for the objectionable arrangement by which the head-master has a parish in the town. Here, however, by proper measures, the income from endowment might be increased. At Stone, where Latin

might with advantage be taught, only one master is possible, and hence it is not attempted.

In such cases as the above, where a really good assistant of any kind is out of reach, it is clearly better to acquiesce even in a second-rate man from a training college than to engage a Dublin graduate, who must have some defect either of character or capacity. This view, however, is not always accepted by the masters of the schools in question. In cases where a better salary is forthcoming, the matter is more doubtful. In a school where there are three or four masters, and which teaches Greek in the higher classes, it is almost necessary that the second of them, who sends up boys direct to the classes under the head-master, should be a graduate.* The doubt arises as to lower masters in such a school, and as to the second where only two are kept. The graduates obtainable at the given price are, with some notable exceptions, such as the second masters at Stratford and Warwick, of a very inferior type, nor are they so available as others might be in the commercial part of education, and in teaching such things as book-keeping, mechanical drawing, and mensuration, which have great attractions for commercial parents, and with good management can be taught without taking much time from other subjects, supposing a competent teacher to be at hand. On the other hand, the non-graduate master is not always trustworthy in the teaching of Latin, and commonly does not profess Greek; he has (perhaps) a less civilizing influence on the manners of the town boys, and is apt to be offensive to the head-master. Without attempting to decide between the claims of the graduate and the non-graduate, I will only notice the want of effective teaching in the classes below the head-master's as one of the reasons why the upper stratum of the grammar school is reached by so few boys, and by them so late. There is clearly a want of men better suited to the grammar-school system than the certificated masters, and to whom 150*l.* a year is not so poor a pittance as it is to one who has spent 600*l.* or 700*l.* on his "education" at Oxford or Cambridge. At present, so far as I have seen, the want is best met by men from the Scotch universities, especially from Aberdeen. The best assistants that I found at the best private schools—the only ones who could teach Latin without being given to drink—were of this sort. The only grammar schools, at which I noticed them, were outside the district now under consideration. Loughborough and Oundle afford very favourable instances of their employment. The whole question would be very much simplified by the abandonment of the attempt to teach Greek. If this were done, better teaching could be provided on all other subjects in the classes below the head-master's for the same salary as is now given to a graduate.† A good instance of

Question between graduates and others.

Merit of graduates from Scotland.

Possible simplification by abandonment of Greek.

* At Burton, however, where the full number of masters is four, and where 15 boys learn Greek, there is no assistant who is a graduate. I did not observe any bad results from this.

† The schools having graduates as under-masters are Wolverhampton (2), Brewood (2), Walsall, Coventry, Sutton-Coldfield, Atherstone (2), Nuneaton

this kind is furnished by the Bridge-Trust School at Handsworth, where Latin is taught—very soundly so far as it goes—through the greater part of the school, but Greek not at all, and where none of the under-masters are graduates. On any other system this school could not teach the same number of boys nearly so well as it does. On the conditions under which a general adoption of this system might be advisable I shall speak afterwards.

Want of oral teaching in lower classes.

(6.) I do not doubt that a practised observer of educational phenomena would have noticed many points, in which the modes of teaching prevalent in grammar schools operate injuriously on the progress of the pupils. I can only mention two as having specially struck me. In many cases there seems to be not enough work on paper in the higher classes, and not enough oral teaching in the lower. In schools where I have observed rapid progress in elementary subjects to be achieved by young boys, the master has been in the habit of making them do their lessons, to a great extent, aloud. Instead of setting them a quantity of sums to do by themselves, he makes them do one after another orally to him. Each blunder is thus corrected as it occurs, a constant spirit of emulation is kept up, and there is none of that hopeless moping over an irretrievable series of mistakes, which may be seen in little boys when they work by themselves. English grammar, spelling, and geography may be taught in the same way and I believe that the quickness with which these elementary subjects are got up in national, as compared with grammar schools, is mainly due to the greater practice of the oral method in the former. The cheap private schools seemed to me to vary in goodness according as this method was more or less pursued in them, and it is on account of their skill in it that I believe certificated masters to be specially useful in the lower classes of a grammar school. The masters of grammar schools complain that boys who are habituated to it—those, for instance, who come on to the grammar school from the national school—are incapable of learning lessons by themselves. No doubt it may be kept up to too advanced an age. But for the object of getting elementary knowledge, especially the knowledge of arithmetic and grammar, into commercial boys at the earliest possible age it seems most valuable, and this is an object of primary importance to the grammar school, if it is to fulfil what after all is its true function, that of drawing boys who come for a commercial education on to a liberal one.

Of work on paper in the higher.

The system of doing work on paper is the exact opposite of the oral method of teaching, but I believe the former to be as important to the higher as the latter to the lower classes. The characteristic fault of the upper classes in most grammar schools seemed to be a certain slovenliness and inexactness of mind. This appeared especially in the badness of their Latin exercises, in the tendency when construing *viva voce* to slur over the auxiliary words and to

(Dublin), Coleshill (Dublin), Warwick, Stratford. The first five can well afford the luxury. Atherstone only obtains its second graduate by an arrangement which the commercial parents complain of. Warwick and Stratford only get good graduates accidentally.

repeat the nominative case after a relative sentence, and in their bad English when set to write on some ordinary subject. The best cathartic for this malady I hold to be the constant practice of *writing* translations, the correction of which by the master is the best possible exercise in English grammar as well as Latin, and frequent examination on paper. This involves a good deal of additional trouble both to masters and boys, against which, no doubt, the flesh rebels, and I think there is too much tendency to neglect it. At Burton I understood that there was an examination on paper every week, and the good result appeared in the neatness and exactness with which the upper boys did their work. At Brewood the upper boys have frequent practice in writing English, and there are examinations in arithmetic and algebra every fortnight. The good effect of this was obvious, while written translation from the classics seemed to have been scarcely frequent enough. At Coventry, again, the most satisfactory thing about the school was the English writing of some of the upper boys, which was such that the training necessary to produce it must have been an education in itself. It contrasted strongly with the Latin writing to which, so far as I could learn, comparatively little attention had been given. At the other schools which I saw it seemed that English writing was hardly practised at all, and translation on paper from and into Latin not so much as it should be. If my impression in this respect is correct, it illustrates the importance of instituting, if possible, examinations on paper, which shall excite more interest in the schools than those at present held by the masters themselves, or by men whom they appoint, seem generally to do.

Defects of building and arrangement.

(7.) Finally, as a general cause, prejudicial alike to the higher and to the most elementary education, must be noticed the general inconvenience of the buildings in which the grammar schools are taught. For details on this head I must refer to my reports on individual schools. The building is in many cases too small for its purpose. In others separate class-rooms are urgently needed. The desks are, oftener than not, badly arranged, being either double, so that the boys sit facing each other with every facility for talking and play, or ranged along the wall, so that they have their backs to the master. The latter arrangement is a special obstacle to giving oral lessons to large groups. The noise in the schools, resulting mainly, I think, from bad arrangement, was often very troublesome to me, when examining, and must be a serious impediment to the effectiveness of the teacher and the attention of the boys. It was very rare to see any educational appliances in the schools, except a black-board and a few very old maps.

II. Commercial education.

(II.) As to the state of commercial education in the grammar schools a good deal has unavoidably been said by anticipation already. I entered on my work with the expectation of finding this department much more efficiently conducted in private schools than in grammar schools. This expectation, however, which certainly corresponds not only with the professions of private schoolmasters, but with a floating impression in the mind of the

Not better on the whole in private schools.

commercial class, has not, on the whole, been confirmed by experience. The essentials of a commercial education are simply (1) good handwriting; (2) good "mental arithmetic" or, in other words, ready reckoning; (3) enough practice in grammar and composition to write a commercial letter correctly. Drawing and French are desirable accessories. As has been previously explained, they are not likely ever to be wanted by nine commercial boys out of ten; but there is a general impression among parents that they may come in usefully. That there is a good deal of fancy in this is shown by the fact that while German is quite as much a commercial language as French in the district where I have been employed, it is in hardly any demand at the schools. Now, in the private schools which I was allowed to examine, and which were, probably, not the worst of their kind, I cannot say that I found these subjects better taught than in the grammar schools. In several grammar schools, no doubt, they are (to judge by results) defectively taught, but so they are in many private schools. To take arithmetic as a general test, if the number of sums done right in the grammar schools that I examined were divided by the number of boys who tried them, and the same process performed in the case of the private schools examined, the average number done right by each boy would appear quite as great in the former case as the latter. The chief distinction that I observed was that instances of complete failure were more frequent in the grammar schools, and that the style of arithmetic done in these schools was perhaps less strictly commercial. Of handwriting I do not profess to be a judge, but I did not observe any general distinction in this respect between the two kinds of school. At the same time I have no doubt that both writing and arithmetic are generally taught more quickly in the private schools, for the simple reason that they are taught almost alone, and that a boy who at the age of 12 was backward in commercial education, and wanted to be perfect in it by the time he was 14, would be more likely to get what he wanted in them.*

Cases where classical standard is raised at expense of the commercial.

As a rule, I found that in those grammar schools where arithmetical knowledge was defective the knowledge of Latin was defective also. There were exceptions to this rule, however, and in some cases certainly the classical standard of the school had been advanced rather at the expense of the commercial. At the Atherstone school, excellent in most respects, I thought the arithmetic defective. The same remark applies to Lichfield, but with some modification, the classics there being not quite so good, the arithmetic rather better than at Atherstone. At Rugeley most of the boys whose work I saw did fairly in Latin construing and English writing, but very poorly in arithmetic. These were the only cases where the contrast between the general kinds of work was strong. At Warwick and Stratford, however, I thought

* In the simple office of imparting elementary knowledge the Edward Street branch school at Birmingham seemed decidedly above any other that I saw, grammar or private.

that scarcely enough provision was made for the commercial side of education as compared with the classical. At Warwick knowledge of Latin is the sole basis of classification, and this always implies a certain disadvantage to boys whose parents wish them, and who are disposed themselves, to push specially in other things At Stratford no provision is made for teaching French or drawing, nor is English grammar regularly taught. In all the above cases, except Rugeley, some complaint was made to me by intelligent persons, not at all disposed to seek for any lowering of the classical standard, of the defects pointed out. In most, if not all, of them, however, it is undoubtedly the competition between the classical or liberal and the commercial elements in education that has caused the balance to turn against the latter. It is important to enquire how far this result is a necessary one.

At Atherstone some complaint had been caused by the removal of an English teacher from the office of under-master, the payment of which is provided for by the scheme, and the appointment to it of a graduate. The consequence of this arrangement had been that the English teaching was done at a less charge by 40*l.* a year than it had been previously, and, some people in the town thought, worse done. The head-master's answer was, in brief, that but for the change he should only have been able to keep one graduate assistant, and that two were wanted to keep up the classical and mathematical standard of the school. He admitted that the difficulty was caused chiefly by the boarders, as without them one graduate assistant would have been enough, but unquestionably in that school the boarders contribute essentially to the maintenance of its general standard. On the other hand the reduction in the charge for English teaching is no doubt an injury to that department. On the present system and with the present funds I do not see a way out of the difficulty. In the Lichfield school, again, the neglect of arithmetic, such as it is, is probably due to the fact that the boys are with the exception of six free boys either boarders or admitted at a fee which excludes those most anxious for commercial education. But on no other system could the school with its present income be carried on, unless it were given up to commercial education "pure and simple." At Warwick, again, the disproportion between the income of the school and the value of its exhibitions is at fault. Having such exhibitions, it is bound to keep up its standard of classical teaching at all costs. Though the conduct of it is perhaps hardly so energetic as it might be, yet it would in any case be very difficult for it to maintain its standard in classics and at the same time do full justice to other subjects without an increase of income. Such an improvement of building and situation as would make it attractive for boarders might do something, but unless the boarders were of the commercial class the additional teaching power in classics which they would require would absorb such increased revenue as they might bring. At Stratford I thought that the boys, though well-taught and intelligent, had scarcely enough to do, and time might be found for subjects now neglected without taking it from the classics. Here however, the second master is of a much higher calibre than the

How far this is unavoidable.

Want of funds to keep up both.

salary given him could be expected to attract. He is a graduate, and is able, in addition to English lessons and arithmetic, to undertake all the mathematics and as much Latin as may be wanted. In the event of his leaving, the difficulty on the present system of providing adequately for the English subjects, without lowering the standard in classics and mathematics, would at once arise.

Special importance to grammar school of keeping up commercial standard.

It must be borne in mind, in the consideration of this question, that it is not enough for the grammar schools merely to give as good a commercial education as the average private school. To parents of the commercial class the private school offers attractions at which the grammar school cannot and ought not to aim. The grammar school therefore cannot maintain an hold on this class unless it offers to them the article of commercial education, which they want, either of better quality at the same price, or of the same quality as a charity. The former alternative is clearly the only desirable one. Yet it is extremely difficult, on grounds above indicated, for a grammar school, having an income not exceeding 400*l.* a year, to supply the superior commercial education required, and at the same time, according to the present theory of its duties, to supply a complete classical and mathematical education for the Universities. In trying to do both, it will very likely fail to do either well. A fee of 4*l.* a year is all that can be wisely charged in a provincial town,* and it is desirable to have a few boys free. Suppose there are 50 boys paying this sum, this, in addition to an income from endowment of 400*l.*, gives 600*l.* A good head-master can hardly be got for less than 400*l.* a year, nor can a master who will do full justice to the commercial department be got for less than 150*l.* A visiting master for drawing or French will absorb the rest of the income. Now it is impossible that a single master can adequately maintain the classical teaching in such a school at the level which good preparation for the Universities requires. If he seeks to meet this difficulty by taking enough boarders to pay for another classical master, he raises a new one as to the relation of these boarders to the commercial master. The only arrangement, I believe, by which the difficulty could be satisfactorily met would be one which should relieve the classical department by transferring the teaching of Greek and the higher classics to some upper school, which the smaller grammar schools should feed. But of this more below.

Level of income below which the two kinds of education cannot both be fully supplied.

Where the income is higher some difficulty still remains.

Where the revenues of the school are such as will allow, consistently with the maintenance of the classical standard, of the employment of a superior English master, such as the best turned out by the Government training colleges,† the commercial educa-

* I do not mean that the fee might not ultimately be raised to a higher sum, but that, considering the habituation to the gratuitous system, and the received notions on educational expenditure among small shopkeepers, this is as much as could wisely be charged at present.

† I found a good instance of this kind at the Wolverhampton grammar school, where is an English master from the Battersea training college, who, besides giving excellent elementary instruction to the lower boys, teaches book-keeping, &c., to some of the upper ones, to the great contentment of their parents. These secondary commercial accomplishments — book-keeping, mechanical drawing, and the like—may easily be taught without seriously

tion need not suffer so seriously by combination with the classical and mathematical. If the system of the school is to be uniform, each is inevitably to some extent in the way of the other. The boy whose main object is an educational equipment for business, cannot get this so expeditiously as he might if nothing else were attended to. On the other hand, as has been previously pointed out, those whose parents wish them to be pushed as quickly as possible in the subjects, on which success at the great schools and universities depends, will be kept back by superfluous arithmetic and geography. It is sometimes attempted to satisfy both wants at once by a system of alternative studies or by a separation of departments. Neither plan seems to work satisfactorily. When boys are exempted from Greek, for instance,* that they may give more time to modern languages or history, it is found, according to the uniform testimony of schoolmasters that they make hardly any additional progress in the subjects to which extra time is given, while they lose ground both in general intelligence and in habits of application. This is due partly to the intellectual slackness which results from the consciousness of having given up the hardest subjects, but mainly from the fact that the exceptional studies cannot be pursued under adequate supervision from the higher masters. Were the alternative studies of equal dignity, as for instance, classics and mathematics, the case would be different, but when the one course of study is taken by all the boys of promise, the other by the backward boys, who don't profess to aim at the higher education, the latter inevitably becomes a secondary care to the masters, at any rate to those of them whose oversight is most effective. If the majority of the upper boys, on the other hand, or the more promising of them, lapse from the higher to the commercial studies, the standard of the school, as a place of classical education even for the few, inevitably falls.

Ways of meeting this.

Alternative studies.

Objections to this.

The institution of a separate commercial department, as at Walsall, Stafford, Burton, and Uttoxeter, seems a still worse way out of the difficulty. This, it is to be observed, does not mean a simple division of the school into groups according to knowledge, so that those in the lower group should rise into the upper when they had learnt a certain quantity. It means that those parents who wish their boys merely to learn just enough to act as clerks, or serve in a shop, place them in a "commercial department", while those who wish them to learn a little Latin and mathematics, or possibly Greek, place them in the "classical," without any reference in either case to the amount of knowledge which a boy possesses on

Separate departments.

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infringing on other things, if the head-master is not unwisely contemptuous of them, and if there is anyone at hand to teach them. Complaint was made to me by a father at Atherstone that his son, who had been bred at the grammar school, had missed a good situation from inability to write a "commercial letter." Supposing the boy to have learnt his own language beforehand, one hour's lesson a day for a week would have given him the art that was lacking.

* As at Brewood, where the substitution of German for Greek is allowed, and at Coventry where the commercial boys learn extra French, arithmetic, and English History in place of Greek, paying (if not sons of freemen) 6*l.* 6*s.* a year, as against 10*l.* 10*s.* paid by those who learn Greek.

entrance to the school. In all the above schools (except Walsall, where education is gratuitous), the fees charged for the two departments are different. At Stafford they are 4*l.* and 2*l.* a year respectively, at Burton 7*l.* and 2*l.*, at Uttoxeter 5*l.* and 3*l.* At Walsall and Uttoxeter neither Latin nor mathematics is taught in the commercial department, at Stafford and Burton they are taught to a few boys in it, who are likely to be transferred to the classical.

Objections to this.

If this arrangement either enabled the higher subjects to be taught more exclusively in the classical department, or met the objections of professional men to the grammar school, something might be said for it; but it does neither. In many cases, no doubt, it has been found necessary in order to avert opposition to the introduction of fees on the part of the lower class of those who have been accustomed to gratuitous education, but supposing fees to be introduced, I doubt whether one more son of a professional man has been attracted to a grammar school through its separation into departments. The dislike which such a man feels to the mixture of his boys with those of a lower class is a dislike not so much of their mixture in school as of their mixture in the street, and this is what the division of departments, except by very elaborate and invidious arrangements, cannot prevent. The boys, accordingly, who constitute the classical department, are mostly of the commercial class, whose parents have rather higher aspirations than the rest. The separation from the "commercial department" does not make them come better taught to begin with, nor does it remove that want of interest in the higher subjects which arises from their position and prospects. Thus, the great drag on progress in the classical department remains unchanged, and if it moves at all more quickly from the absence of the Pariahs who are relegated to the "commercial," this is more than compensated by the hopeless degradation of the latter. I never met with a school where a system of transfer from the commercial department to the classical was effectively worked. The transfer is useless, unless made when a boy is still very young. A head-master may, no doubt, by keeping up an active supervision over the lower department, occasionally catch a promising boy in it, while still quite young, and get him transferred to the higher. But here is a double risk. The head-master may fail to notice the boy, and the parents, accustomed to the lower fee, may be unwilling to pay the higher. If, as at Burton, regular provision is made for the admission of certain boys from the commercial department to the classical without payment of a fee, boys do not generally avail themselves of this till they are near the top of the former. Then, having learnt little or no Latin, they are not fit to be placed in the higher classes of the classical department, while they are too old and too far advanced in English subjects to improve themselves in the lower. Thus, a boy whom parental ignorance or selfishness has once placed in the commercial department is prettty sure to stay there, whatever his latent capacity. With nothing to stimulate his ambition, he learns even the commercial subjects (this was my uniform experience) no better than his neighbour in the classical,

Does not attract sons of professional men.

Degrades the commercial boys.

and pays the penalty for the sin of his parents in a permanent vulgarity of mind.

The separation of departments, as ordinarily carried out, is thus wasteful of juvenile intellect. It is wasteful also both of teaching power and of the resources which grammar schools possess for raising the education of the middle class. The teacher of the commercial boys is not able to do what he very well might in teaching English subjects to the classical department, while the teachers of the latter again can do hardly anything for the commercial. At the same time the commercial department is giving under another name an education the same in kind as that given at the National and British schools, which is thus given, so to speak, twice over. Provision having been made for elementary education in one way, the grammar school steps in and provides for it in another. To gratify the whim of parents, who think "grammar school" a finer name than "National school," or (as at Walsall) prefer a school where they pay nothing to one where they pay a few pence a week, it applies money which might do much to stimulate education of a kind not yet generally appreciated, to provide an education which all—at least of the class under consideration—value enough to seek without stimulus, and which is already adequately provided elsewhere. Is specially wasteful.

The means of reconciling the opposite wants of classical and commercial education are to be found, I believe (1) in the exaction of a larger amount of elementary knowledge at entrance to the grammar schools than is now required at the best, (2) in such a postponement of Greek as would render it possible, without trenching on the time given to Latin, to secure that the average boy should be perfect in arithmetic, and able to write English correctly by the age of 14 at latest. After that age a bifurcation might be allowed either, where the staff is strong enough, at the grammar school itself, or at upper schools to be founded for the purpose. This plan, of which more will be said under the head of Remedies for the existing state of things, I believe to be the only one by which commercial requirements can be satisfied and at the same time the way kept open to the higher learning, without sacrificing the great advantages of uniformity of system. The words "arithmetic" and "Latin" should be graven on the heart of every grammar-school master. The one represents the primary condition of popularity with the commercial class; the other the wicket-gate through which must pass every boy, not endowed with special gifts or the subject of some uncovenanted mercies, who is to attain an appreciation of anything high and remote in the intellectual world. Outline of true solution.

Before proceeding to the consideration of remedies, however, it may be desirable to describe more in detail the supplemental action of private and proprietary schools as they at present exist. I propose to give in an appendix, without names, an account of each private school that I examined or from which I obtained information. Here I shall merely point out the modes in which they may be considered to supply that which is lacking on the part of the grammar schools. Private effort. How far supplemental to grammar schools?

1. Where there is no grammar school.

(I.) They may be thought to do this most obviously in the case of districts which have no available grammar school within reach. The Pottery district of North Staffordshire is of this kind, and here private enterprise in education has had a fair field before it. There have been no endowments either to stimulate or to interfere with it, while it has had to deal with a middle class which certainly has the means, if it had the will, to pay handsomely for the teaching of its sons. Under such circumstances, most favourable for illustrating its strength, it has, on the contrary, shown its weakness. This appears alike from the small number of the boys whom it educates, from the low standard of the education given to this small number, and from complaints, on the part of the few people in the district who care for a good education, of the general want of it and of the difficulty of obtaining it for their sons.

e.g. in the Potteries.

Small number in the private schools in the Potteries.

The population of the parliamentary borough of Stoke-on-Trent, which is co-extensive with the Pottery towns, in 1861 was 101,207.* According to a rough estimate previously given (page 110) such a population should send 600 boys to middle schools of some kind. In the Potteries, however, the workmen bear an unusually large proportion to the middle class. I have no means of estimating the proportion precisely, but from a parliamentary return published in 1860, which gives the number of male persons who were at once assessed to the poors' rate upon a gross rental of 20*l.* and upwards, and charged to any of the assessed taxes or to the income tax under Schedules (B) and (D), it appears that the number of such persons at Stoke was 1,021, while at Birmingham it was 5,456. The population of Birmingham, on the other hand, was scarcely three times that of Stoke. Perhaps on the strength of these figures we may take the relative number of the "middle class" in Stoke to be to that of Birmingham as 3 to 5. The number of boys, then, who should be at middle schools may be reduced from 600 to 360. Now, in the whole Pottery district I could only ascertain the existence of three private middle schools, having together 160 boys. One or two others were entered in the directory, but if they existed, they were so obscure that no one seemed to know anything about them. A few boys also from the district attend the Newcastle grammar school, but altogether it may be safely reckoned that not more than 200 boys in the district are receiving a middle education, as day pupils, in place of the 360. What becomes of the rest it is not easy to say. A few no doubt are sent to school elsewhere. I heard of one or two of the more wealthy and aspiring manufacturers who had sent sons abroad for education. Several families, again, from the Potteries take houses in the village of Alsager, which is only a few miles distant by rail, and send their sons thence as day-boys to a flourishing school at Sandbach. Occasionally a boy from the Potteries is sent as a boarder to the

Where are the rest?

* This does not include several large villages, whence a day-school in the Potteries would be accessible.

grammar school at Macclesfield. On the whole, however, the explanation of the smallness of the number in middle schools on the spot is to be found in the fact that many are sent to National or British schools, whose parents could well afford a higher education, and that the time given to schooling is reduced to a minimum. A boy is perhaps sent to a commercial school at the age of 10; by the time he is 12 he has learnt to write a plain hand and to do a certain amount of "ready reckoning;" he is then fit for business, and is accordingly removed.

Character of the private schools in the Potteries.

The three private schools which I examined in the Potteries seemed to be honest institutions of their kind, and to do fairly what they professed to do. In one of them the fee for a day-boy was 12*l.* a year; in the other two 4*l.* In the first, which draws on the professional class and the upper rank of commercial men, Latin is regularly taught. Greek was so till lately, but now is optional—to the sorrow of the master, who knows that what is optional is neglected. In this school a boy, who would stay long enough, might receive the elements of a liberal education, but with the exception of one boy, the master's nephew, who struck me as most promising, it did not seem that anyone in the school was really likely to obtain an education worthy of such a name. The fault, however, was not with the master, but with the want of capacity or of early knowledge or of aspiration on the part of the boys. The positive result of their schooling, over and above its civilizing influence, might be summed up as the necessary "English" education, enough knowledge of French to facilitate the later acquisition of the language if it were wanted for the purposes of life, and enough Latin to enable them to make out Virgil in an unintelligent way, and to be forgotten in a twelvemonth. The education given in the school, it should be remembered, would, except in peculiar cases, be final.

(*a*) Of the more expensive.

(*b*) Of the less expensive.

In the other two schools mentioned the education given is simply of the kind which I have described above (page 105) as a "clerk's education." The parents do not care, and therefore will not pay, for anything more. The boys commonly enter the school unable in any proper sense to read, and they will not stay beyond the age of 14 at latest. The classification, moreover, in private schools, whether owing to the necessity of the case, *i.e.*, to the variety of age and attainment among the boys when they enter, or owing to a traditionary want of method, is less simple than in the elementary schools under the Privy Council. The use of boys, again, to help in teaching is impossible, or at least unknown, in them. These things being borne in mind, it cannot be expected that for a yearly payment (often irregular) of 4*l.* per boy the private schoolmaster should provide teaching power enough to attempt Latin and Euclid, unless in exceptional cases. As a matter of fact, he certainly does not. In one of the schools in question there were 80 boys to be taught, and one assistant; in the other 36 boys, and no assistant. The schoolroom in each case was small, inconvenient, and ill-ventilated—a garret, in fact, turned to account. Subject to such disadvantages the teaching seemed to be good of its kind, *i.e.*, the

upper boys had learnt to write and do sums fairly, and had some notion of the composition of an English sentence. In one of them especially the quickness of some of the boys in obvious arithmetic was remarkable.

Want of grammar school felt in the Potteries.

Among the more educated inhabitants of the Potteries I found a general sense of the want of a good middle or grammar school. Men, whose families have been rich for one or two generations, naturally do not feel the evil in their own persons. They withdraw to pleasant houses on the outskirts of the district where their wealth is made, and send their sons to the "public" schools. Those, again,—and they are a numerous class—who have themselves risen from being workmen, or something not much higher, to considerable wealth, do not generally feel the want of more education for their sons than is necessary for making money. There remains, however, the large body of professional men which such a population brings together, who cannot obtain on the spot such an education as they desire for their sons, and yet in many cases can ill afford to send them to good boarding schools. The ministers of religion, of whom, according to the census of 1861, there were 76 in the census districts of Stoke and Wolstanton,* suffer most in this respect, and many of them spoke to me very feelingly on the matter. Meanwhile an oppressive atmosphere of well-to-do ignorance hangs over the district. The signs of diffused interest in things intellectual, commonly found in large towns, such as evening classes and popular lectures, seem here to be wholly absent.

By whom?

It may be said that in a case like this the short-comings of private enterprise are only temporary; that the wealth and population of the Potteries are new, and that when they are older they will attract to themselves a proper supply of education. To this I answer, that in time probably a sufficient supply of the "clerk's education" will be forthcoming, but nothing more. At present even this is lacking, as is shown by the fact that the rector of Stoke has formed special classes for sons of shopkeepers in a separate part of his national school. But a larger supply of education of this kind will do nothing either to meet the wants of the poorer professional men, or to elicit the intellectual aspiration of the "new rich." The latter, when they have been rich long enough to care to improve it, will be too genteel to use a local school at all, while the former by themselves will be unable to support a local school adequate to their wants. A well-endowed grammar school, on the other hand, if it could be imported into the Potteries and properly worked, would find a considerable class already craving for the higher education which it might impart but unable to supply its own need, and another class, much larger, which would send its boys to it merely to learn what is useful in the market, but would often keep them there to learn something better. If it did something also to check the vulgar tendency of the larger capitalists to send their sons to schools where they only learn to despise their homes, it would be no slight gain. On the

Why private enterprise cannot meet the want.

* These districts are co-extensive with the Pottery towns and their adjuncts.

possible means of establishing such a school in the Potteries I shall speak below.

The Potteries are the only urban district I met with where middle education had been left wholly to private enterprise. Of the use made of private schools by farmers I have spoken already (p. 78). How far this results from local necessity, how far from a traditionary preference, it is difficult precisely to decide. What the well-to-do farmer likes is a cheap boarding school, which will profess to pay more individual attention to his son than a grammar school generally will. It is as cheap boarding schools that the supplementary action of private schools should next be considered.

II. Private adventure supplies cheap boarding schools.

(II.) The general causes through which the grammar schools fail to act efficiently as boarding schools are—(*a*) a frequent want of enterprise on the part of the masters, fostered by jealousy of boarders on the part of the privileged townspeople, (*b*) badness of situation and building, (*c*) the unwillingness of the parents, who would not be above a provincial boarding school, to pay the terms which the master of a grammar school naturally charges. Of (*a*) and (*b*) enough has been said on pp. 65 and 67. Of the grammar-schools in Staffordshire and Warwickshire, Brewood alone offers any considerable attraction or accommodation to boarders. It has about 60 of them. Sutton-Coldfield comes next with 24, then Atherstone with 20, the accommodation in each case being good. At Lichfield I found 17, but the accommodation for them was in part rented by the master. The remaining grammar schools in the two counties (excluding Birmingham) had only 46 boarders among them, and several of these were living in rented houses. On the other hand, in several cases (*e. g.* at Warwick, Stratford, and Nuneaton) room that might have been available for boarders was not so used, either from the master not wishing to have them, or from unsuitableness of situation and surroundings, or from a combination of these reasons.

Why the grammar schools fail in this.

With regard to reason (*c*) it might seem that the master of a grammar school with an endowment at his back ought to underbid the private schoolmaster. As a matter of fact he does not, and there are great difficulties in the way of his doing so. As is well known, the possibility of making a profit on boarders taken at a cheap rate depends on their number. Where 10 boarders would scarcely cover expenses, 30 will yield a considerable profit. Now, with a few exceptions, the grammar schools that I have met with only afford accommodation for such a number of boarders as, at the rate of payment to be expected from the class of parents who are not above using them as boarding schools, is scarcely remunerative. It may be asked, why under such circumstances does not the master take another house at his own risk? To this the answer is, that in many cases the managers would object to his doing so, and that, where they do not, such an enterprise could only be made to answer by an amount of "touting" and advertisement, to which the master of a grammar school may have a natural repugnance. Supposing him, however, to have large accommodation provided by the trustees, he will still find it hard

Private masters can do the thing cheaper.

to compete in cheapness with the private boarding schools. These for the most part take boys at a rate of 25*l.* a year each, to which an average of 5*l.* a year may be added for extras. Setting aside those which prepare boys for the public schools, I did not discover more than eight private schools in the two counties that charged considerably more than this, while some fall below it. On these terms, strange as it may seem, the private schoolmaster makes a profit. If he gets 50 boarders he will clear, after deduction for assisting masters, and without starving the boys, as much as 500*l.* a year.* This, however, supposes a rigid economy of a kind of which "a scholar and gentleman," such as the grammar-school master is presumed to be and often is, may scarcely be capable. It supposes unpleasant bargaining with tradesmen, and a minimizing of the number and wages of servants (facilitated by putting the boys two in a bed), and that the schoolmaster's wife shall herself act as cook.

These considerations may explain why it is left to private enterprise to meet the large demand for cheap boarding schools, which exists on the part of farmers and tradesmen. If my reckoning is right the grammar schools of the two counties only take 167 boarders altogether, and scarcely half a dozen of these are taken at a less charge than 30*l.* a year for board and education.† Most of them pay much more, as at Brewood and Sutton-Coldfield, where the yearly charges are 50*l.* and 60*l.* respectively. Of the private schools whence I obtained information (excluding those that prepare for Rugby, &c.) 20 take boarders at or under 33*l.* a year for board and education, and the boarders in these number 416. In most of these cases the charge is only about 25*l.* a year. Only eight schools on the other hand, containing 190 boarders, take them at a yearly charge, varying from 33*l.* to 53*l.* It must be remembered also, that while none of the more expensive schools, to the best of my belief, escaped me, there were many cheaper ones from which I failed to obtain information. The people who support these cheap schools are no doubt in fact persons living either, like farmers, away from towns, or in towns where there is no grammar school. But they are to a greater extent, I think, persons who have the chance of sending their sons as day-boys to a grammar school, but who distinctly prefer a boarding school. Of some general grounds for this preference I have spoken above (p. 159). Other reasons that have come under my notice have been (*a*) a supposed neglect of dull boys in grammar schools. The private schoolmaster generally has some triumphant stories of boarders who have come to him from grammar schools where nothing has been made of them, and whom he has soon taught all they needed to know. In reality these are generally boys who have never been properly managed at home, and in consequence

2 Classes of private school in respect of charge.

The cheaper.

Causes of the taste for them.

* In a school of the kind in question there would generally be extra charges of 1*l.* a quarter for French or Latin (not commonly for both), German, drawing, music, and dancing. Supposing that on an average, in a school of 50, each boy paid for one extra over the whole year, this would give enough to pay the salaries of the ordinary assistants as well as of the visiting masters.

† In this statement I take the average number as given by the master. I did not find quite so many in attendance.

have neglected their lessons in the grammar school, but whom a change to a new school, and the personal supervision of a master in the evening, wakens up. (*b*) A prevalent habit in the class under consideration of either sending their sons to a national school or letting them run wild, till the age of 12, and then sending them for two years or less to a boarding school to be "finished." The masters of private schools constantly allege this practice as a reason why they can make so little of their pupils—(*c*) a general dislike among the same class to the fixed rules of the grammar school, and a desire to have the system modified to suit the use of each boy, a desire to which the private schoolmasters often express a readiness to conform. (*d*) A fancy for subjects of instruction that promise to be practically useful, such as book-keeping, mechanical drawing, and mensuration, of which the private schoolmaster commonly makes a great parade. The objection to Latin, which is often spoken of as a reason for preferring the cheap boarding school to the grammar school, is seldom anything positive, but really reducible to one or more of the reasons above given. The character of such schools is very much what might be expected from the rate of payment, and the objects of the people using them. I quote the following from an elaborate letter, written by the master of one of the oldest and largest of them, in answer to my request for permission to examine. It is illustrative in many respects:—"I may here remark that you will find no great pro- "ficiency attained by the generality of the pupils in any particular "branch of study taught, in consequence of the comparatively "brief and inadequate period of their attendance (not extending "over *twelve* months on an average), a circumstance corroborative "of the fact, that most of the youths sent to this school have been "sadly neglected in their education on the part of their parents. "First, from the want of their due appreciation of its advantages; "secondly, from the too common practice of removing their "children from school to school, so fatal to their progress; and, "lastly, from the prevalent notion entertained by that class, by "which this and similar establishments are chiefly supported, that "beyond a little initiatory training at some church or chapel, Sun- "day or weekly school, a couple of years or so (here a little and "there a little, now a quarter and then a quarter) are quite "sufficient for the requirements of any business for which their "sons may be destined."* The "requirements of business" mean the faculty of reading, of doing sums quickly, of writing a legible hand, and of composing a business letter. Of the schools that I am describing only two could be said to teach anything

Character of these schools.

* I may be allowed to quote another paragraph from the same letter, as a sample of the rich epistolary style to which schoolmasters are addicted:—"I am perfectly "willing, under the conditions mentioned in your letter, to further the laudable "objects of the Schools Inquiry Commission by acceding to your wishes; but next "Wednesday, not being a day that will suit our convenience, I would propose the "examination be postponed to some day next week that you may appoint; not, be it "observed, with a view of taking the pupils through a course of preparatory training, "or drilling for the occasion, and thus interfering with the regular routine of school "business to no useful purpose, but merely as a matter of greater convenience and "compatibility with pre-existing arrangements." The writer of the above was a Scotchman.

Nothing really learnt in them but writing and arithmetic.

more than this. The rest make a great profession of other subjects, especially history, geography, and English grammar. The master, whose letter I have quoted, in a "curriculum of instruction" which he communicated to me, described his pupils as composing historical and geographical exercises every week, "which required considerable research from various authors;" also as applying "critical analysis" to English grammar. On examination I found that, though no worse than most others of the same class, they really knew nothing of history, geography, or grammar. It would be tedious to multiply instances of ignorance. My ordinary test of the *upper* boys in these schools as to intelligence of their own language was to make them take down from dictation the first stanza of Cowper's "Alexander Selkirk" ("I am monarch of all I survey, My right there is none to dispute," &c.) and then examine them in the grammar of it. It was very rare, even with the top boys, to get it correctly written, and still rarer not to be told that "right" in the second line was the nominative case. Of their geographical knowledge no unfair sample is an answer which I received in a Warwickshire school to the question whether there was any other river Avon than that in Warwickshire—"Milford 'Aven." Of English history the knowledge was uniformly very poor, and of a kind that could scarcely survive a month after the boy's leaving school. Latin and French in the cheap boarding school, though they commonly figure in the advertisement, are as a rule not taught at all. Sometimes they are attempted for the sake of saying so, or to meet the wants of boys meaning to be druggists. I never found any intelligent or grammatical knowledge of them, any knowledge of them, in short, which might not with advantage have been replaced by a slightly more intelligent knowledge of English. On the other hand the knowledge "necessary for business," as above described, is for the most part really imparted, though not without scandalous exceptions. This the parents can test. It is imparted, however, in a way to secure a minimum of intelligence. Writing and spelling, for instance, instead of being taught by practice in writing from dictation, are taught mainly by writing from foolish copies and by learning off long lists of words on spelling-cards. The art of composing a tradesman's letter at best requires little exercise of thought, but at the commercial academy it is acquired in the most thoughtless manner possible by the simple copying of specimens.*

Defects in the principals,

While there is nothing to elevate these schools, but rather much to depress them, on the part of the people who use them, it can hardly be expected that a general reform should be initiated by the masters. Among these there is a great diversity. Some are intelligent and well-informed enough, anxious that their sons should have a better education than themselves, and eager to take advantage of any change by which access to the higher learning may be cheapened in England; others, however, are curiously ignorant. One of them, for instance, who had formerly been English master

* On the teaching of arithmetic at these schools, see above, page 186.

in a grammar school, inquired of me in a letter whether he was *obligated* to answer the questions issued by the Commission. Even the more competent are greatly at the mercy of the traditions of their craft. Instead of giving oral lessons to large classes together in grammar and geography, which is the only way of eliciting intelligence, they set their boys to learn pieces by heart out of grammar and geography books, which they then hear sleepily repeated. I found that even men who had been masters in schools under the Privy Council, and thus had experience of the better method, when they came to set up private academies of their own, would adopt the old routine.* Then the rate of payment does not allow the master, unless he gets a very large number of boarders, to obtain either decent assistant-teachers or decent places for teaching. No words are too strong to express the badness of the schoolroom at most of the cheap academies. Generally it is a barn or a pigeon-cote, or a scullery in a back yard, or (at best) a large attic, close and yet cold, full of draughts, noisy, and too small for its purpose. That the tradesman should prefer it for his son to a commodious national school, where the clerk's education is at least equally well given, is a curious instance of class-feeling. The salaries of assistants in these schools range from 20*l.* to 40*l.* a year, with board and lodging, and the assistants are what such pay for such work is likely to attract. Sometimes they are little more than lads, otherwise they are either ignorant or of questionable character. In my examinations I not unfrequently found them fragrant of alcohol. Their inefficiency and bad character is a constant theme with the principals of schools, but a better article will scarcely be got unless at a higher price.

in the buildings,

in the assistants.

I have observed above (page 172) that the grammar schools suffer from want of a system of examination that shall act as an effective stimulus to masters and boys. The same remark applies more strongly to the cheap private schools. Till the establishment of the "local examinations" there was nothing to bring to light either their merits or defects, and these examinations, as it is, scarcely touch them † Of the private boarding schools, charging less than than 33*l.* a year for board and education in Staffordshire and Warwickshire, only two, those that I have mentioned as giving an education beyond the "requirements of business," send boys in for them, and in one of these the yearly charge is 32*l.*‡ Of the rest within this mark, some owing to remoteness from a "local centre" would have a difficulty in sending boys in, but none are really up to the standard which the examinations require. They

Want of effective examination.

Rare use of local examinations by schools of this class.

* Another time-honoured custom, still commonly retained, is that of providing the boys with emblazoned note-books, in which corrected sums, generally having reference to buying or selling, are written down in inks of many colours, to be shown to parents.

† I only heard of one school which resorted to the examinations conducted by the College of Preceptors. I may have overlooked some, but these examinations certainly carry but little prestige.

‡ From one other one boy has passed the "local examination." I have left out of reckoning, also, a school from which two or three boys have passed it, but which is essentially a day-school, though it takes a very few boarders at a rate under 33*l.* a year.

are thus left without any examination or inspection from without. One of the questions issued by the Commissioners to private schoolmasters was: "Would it be an advantage or otherwise if "your school were examined annually and publicly reported on "by independent examiners?" To this the masters in question would sometimes reply that the school was so examined already, sometimes that the parents were sufficient judges. The first answer refers to a device of which several masters avail themselves, of getting some acquaintance—perhaps a necessitous or accomodating clergyman—to hold an examination in the presence of parents, in which questions are asked out of some manual which the boys have learnt by heart, and after which small prizes are given all round to avoid jealousy. As to the judgment of parents, that has some weight on two questions: whether the boys get enough to eat or not, and whether they are fit for business when they leave school. A school with regard to which these questions cannot be favourably answered will not flourish in the long run, but of anything further the parents are no judges at all. Nothing can distinguish a school where the intelligence of the boys is brought out from one where it is not, nothing can get rid of the pretentious routine now in vogue, but some examination which shall be reckoned as a public test.

Opinion of private schoolmasters on systematic examinations.

The better masters are quite aware of this, and several expressed themselves very strongly in favour of regular inspection.* A movement, as is well known, has long been going on in favour of the "registration" of schools. This might do something to prevent cases of scandalous deficiency, but would give no special stimulus to excellence. What is wanted is some system that may extend to more schools, and to more boys in the schools, the good now done by the university "local examinations," which at present only serve to make the best of the cheap schools better, and in these only affect the best boys. As it was, they had clearly been of great benefit to the two cheap boarding schools which I mentioned as using them. One of these calls itself a grammar school. Really it possesses a small endowment, *not* given for the teaching of grammar, and a house which is not used by the master. The yearly income from endowment and house is 35*l.* and a few shillings. In consideration of this the master takes two day-boys free; the rest, if day-boys, pay 4*l.* 4*s.* a year; if boarders 24*l.* 3. or 26*l.* 5*s.* (for board and tuition), according to age.† There were, in the autumn of 1865, 17 day-boys and 58 boarders. The house and play-ground used by them, which are very pleasantly and healthily situated, are not part of the school property, so that on the whole the establishment may be reckoned simply a private speculation.

Project of registration.

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* One of them, however, formerly master of a national school, remarked that, "unless the inspectors differed both in tone and manner from those who examine "national schools, their visits would be extremely objectionable."

† This does not include the charge for learning French or for washing, which together would cost about 5*l.* a year. The only other extras were such as music, drawing, and dancing.

It is used mainly by the lesser manufacturers, the lesser coal and iron masters, and the tradesmen of Staffordshire; to some extent also by farmers. Considering the nature of its clientèle, the lowness of its charges, and that it has had no patronage from a superior class, the result seemed encouraging. In its lower regions the school did not appear to differ from the ordinary cheap boarding school, but the 10 upper boys (whose ages were between 13 and 16) were quite of a higher order. They all knew four books of Euclid well, and they all had a good knowledge of geography and of the outline of English history. The latter knowledge was doubtless "crammed," but still was of a kind to make an intelligent interest in history, after school was left, much more possible than it is with most boys of the same class. They did not all learn Latin, but those who did, though they did not and probably never would know enough to make out an easy Latin book for themselves, had some intelligence of the grammar, and were clearly much stimulated by the effort to construe Cicero and Cæsar; two of them could translate an ordinary French book into English pretty well, and those whom I tried in writing English could express themselves correctly and easily on an ordinary subject; four of them, I understood, had gone some way in trigonometry, and from their excellence in Euclid I should have confidence that what they professed to know they did know. Throughout the upper classes of the school there appeared an activity of mind and desire to learn, quite unlike what is generally to be found in a commercial academy.

Good effect of local examinations on schools which send in to them.

The other school draws on the same class of boys, charging 32*l.* and 36*l.* for boarders, according to age, 7*l.* for day-boys.* It has 29 boarders, 37 day-boys. At this I found an upper stratum about on a level with that just described. None had gone so far in mathematics, while on the other hand there were more who had a fair knowledge of French; this is to be accounted for by the fact that in this school French is taught by the principal master himself, who has been a good deal in France, and it is a general rule in private schools of this kind that that subject alone is well learnt, which the principal himself teaches. The upper boys, further, could write English correctly, and had an exact and ready knowledge of the outline of English history. The Latin did not come to much. As in all schools of the kind, it seemed to have been taught by a man who had not himself learnt it in youth; but though no boy in the school probably, if set down by himself to an easy piece of Latin with a dictionary, could make it out correctly, I am far from thinking the effort to learn it thrown away.

The two schools just described have both of late years sent in their best boys regularly for the Cambridge "local examinations,"†

* It must be remembered that in schools of this order an abatement is often made from the ostensible terms. A younger brother is not generally expected to pay so much as the older.

† For both of them the Cambridge examination is more convenient than the Oxford in respect of place. The time of the Cambridge examination seemed to be generally preferred.

and their superiority is greatly due to this. The first had passed in three years one senior and 13 juniors, two of the latter having gained a second class. The other, in the same time, had passed three seniors (one in "honours") and 18 juniors (three being in "honours.").* This had at once given the schools an effective "advertisement" (for parents, who can neither value nor judge of education in itself, care for its result as a decoration), and set before the boys a definite object of ambition. The latter result is most important as a set-off to the tendency, peculiarly strong in the manufacturing district of which I am speaking, to leave school at the age of 14. If a boy can be got to pass the examination for "juniors" under that age, he may be induced to stay on another year in order to try for honours in the same examination. Then there is a farther bait to him to pass the examination for seniors in the ensuing year, and if he can compass that, to try for "honours" the year after that. This is not a mere figure of the imagination. In the former of the two schools described were five boys who had passed the Cambridge "junior," and who were hoping to pass the next Cambridge "senior;" none of these, as the master assured me, would have been likely to have continued with him but for this inducement, and he had hopes, if they succeeded in passing, that some of them would stay on yet another year to try for "honours."

They keep boys longer at school.

This beneficial result, it is true, does not affect more than a sixth part of either of the above schools at any one time. As has been said, the main body of the boys in them are not perceptibly above the state commonly found in cheap commercial schools, but a "screw," formerly unknown, is applied during the last two years that a boy spends in them. This, so far as it goes, would seem to be a clear gain. The worst that can be fairly said is, not that it leads to the neglect of ordinary boys, but that it leaves them as they would otherwise have been, and ultimately about half of them feel the effect of the final stimulus: that is, in schools where otherwise nothing would have been taught beyond reading, writing, and arithmetic, half the boys are now subject to instruction, which at least gives them the chance of learning the elements of grammar and exact science, and to read a modern language. What is wanted in addition is (1) some encouragement to them to pursue this learning further, and (2) the means of imparting this elementary learning earlier and more uniformly. Of (1) I shall not say more here; (2) supposes partly, no doubt, a more general cultivation among the class from which the boys in question come, but also a better training and more liberal payment of schoolmasters. Real education is at present confined to the first class, even in the best of the cheap commercial schools, not merely because of the time that has to be spent on the "three 'Rs," but because one master alone in the school can impart it, and even he can only do it in a clumsy way. In anything beyond "commercial" subjects he is probably self-educated. Perhaps in teaching mathematics

What is wanted to extend the benefit.

* The "honours" were not very high.

this may not be so much of a drawback, and it is in mathematics that these schools are best able to succeed, but in teaching languages it tells at once. Such a man is scarcely able to make a lesson in one language bear on a lesson in another, and hence will tell one (what I was often told by the more candid) that knowledge of Latin does not facilitate the acquisition of French. Thus insufficiently equipped to begin with, the master is distracted by the care of making both ends meet in his economy. It is in consequence very difficult for him to conduct the instruction, even of his higher boys, in all subjects. If, besides the English subjects, he can teach them efficiently either Latin, or French, or mathematics, it is as much as can be expected; and such is the quality of the assistants whom the present rate of payment enables him to obtain, that neither is any subject which he does not teach himself to the higher boys likely to be taught them well, nor is any good preparation for the higher work of the school likely to be given in the lower classes.

Higher training of masters.

III. The absence or insufficiency of grammar schools in certain localities, and the want of cheap boarding schools, may be reckoned, according to my experience, as the permanent causes of the demand for "classical and commercial academies." This statement, however, leaves unaccounted for the existence both of private day schools side by side with the grammar schools, and of boarding schools charging from 33*l.* to 50*l.* for board and tuition—charging, *i.e.*, at the same rate at which most grammar schools take boarders. On the existence and importance of such day schools I may refer to the figures given on page 165. Of boarding schools, charging at the rate mentioned, I have said that I only discovered eight, one in the Potteries with five boarders, two near Birmingham having respectively 15 and 23, two in Warwick and Leamington having respectively 19 and 26, one near Coventry with 60, one at Wolverhampton with 22, one at Stratford with 16.

(β.) In places where grammar schools with adequate endowment exist, the number of boys in private day schools is due to causes which need not be more than temporary. Most of these have already been noticed, such as the reasons marked (*a*) (*c*) and (*d*) on pages 196–7. As the education of the commercial class gradually improves there will be fewer cases of exceptionally backward boys who require an exclusive drill in the knowledge necessary for business, such as the system of a grammar school ought not to allow of; at the same time parents will be less disposed to insist on the acquisition at school of the "practical knowledge," which is acquired soon enough and more soundly in actual business. If the grammar schools, on their part, will meet them half way by some such plan as that delineated on page 191, so as to secure that all boys shall be expert in arithmetic and able to write English legibly, quickly, and correctly, by the age of 14, they need not in the long run lose many to the private schools because they insist on Latin and refuse to make exceptions. The Bridge-trust school at Handsworth, conducted on this principle, killed three private day schools in the first year of its existence.

(3) Action of private day-schools side by side with grammar schools.

With good management grammar schools would kill these.

Causes of the popularity of more expensive private day schools.

(γ.) The reasons here noticed for preferring a private day school to an equally accessible grammar school apply to private schools of the cheaper sort. It is on somewhat different grounds that I should account for the existence of private schools charging over 7*l.* a year for day-boys in the neighbourhood of grammar schools. The counter-attraction to the grammar school in the way of instruction which these offer is not so much a greater celerity and certainty in imparting the "clerk's education" as an attention to "modern subjects." "The empty vessel makes the biggest sound," and this phrase "modern subjects," powerful to the parental ear, diminishes in meaning as it is more thoroughly investigated. Practically, it means French, the elements of popular science, geography, and a meagre outline of modern history. Of these subjects the three last are popular with boys and parents of the well-to-do middle class, because they are easy; French, because it is both easy and likely to be useful. While in many grammar schools they are still unduly neglected, the private schools of the kind now under consideration make a great profession of them. The result scarcely seemed to correspond to the profession. In perhaps three private schools French was better known than in the average grammar school, though certainly not better than in the best. The knowledge of history and geography was indeed better in all private schools of this class than in grammar schools where these subjects are distinctly neglected, but not so good as in grammar schools where they are attended to at much less cost of time. (See remarks on Brewood, p. 179.) The popular science, I think, seldom comes to much. I did not discover any private *day school* in my district that had a chemical laboratory.

'Modern subjects.'

Laxity.

(δ.) Parents, however, are not critical, and the prospect of an easy road to general accomplishment, which their stupid sons (of whose stupidity they are never convinced) may traverse as quickly as the most intelligent, has great charms for them. They are also attracted by the laxity of rule which the private schools allow. The masters of these are not only often obliged to put up with the constant absence of a boy from school for no necessary reason; they have also to consent to give up systematically a large number of the best hours for work to lessons in music, drawing, and dancing. With one voice they complain of this, but would lose their custom if they resisted. It is not an uncommon case for six hours a week to be taken from the regular school-time for such lessons, and it implies no disrespect for the accomplishments in question, considering the preliminary ignorance and the general stupidity of the boys, and the early age at which they leave school, to regard them as seriously interfering with the small chance that would otherwise exist of communicating a liberal education.

Comparative selectness.

(ε.) The more genteel private day school has often a superior attraction to the grammar school, apart from subjects (and laxity) of instruction, in being more select and better off in respect of situation and premises. Of the frequent defect of grammar schools in situation, building, and playground, and of the con-

nexion of this defect with a repugnance to them on the part of the more "genteel" classes, I have spoken above (pp. 166 and 162). Whenever such defect exists, a private school, charging 8*l.* a year or upwards for day-boys, is pretty sure to find custom.

If to the above reasons be added an indefinite but deeply-rooted dislike and distrust of grammar schools on the part of the middle class generally, and especially of Dissenters,* derived from the mismanagement of them in the past, we shall have exhausted the causes, to the best of my belief, which enable private day schools to compete successfully with endowments. In most cases of such competition that came under my notice there was something about the past or present state of the grammar school to account for it. At Stratford are two private schools, taking day-boys, besides the grammar school. One of these, having 20 boys, is of the cheap sort, and does not commonly give anything beyond an English education. Its existence is explained by the fact that in the grammar school there (see p. 97), though the boys are taught to do sums well and to understand English, Latin is *ostensibly* too dominant, and a boy who wanted *primarily* a "clerk's education" would hardly get in it what he wanted. In the same town there is a more expensive school, which draws 14 day-boys from the families of professional men and the more wealthy tradesmen. This is explained by the fact, firstly, that no modern language or drawing is taught in the grammar school, while history and geography are made very little of; secondly, that owing to the want of playground the boys from the grammar shool are turned out directly on the street, and in consequence get a reputation for ill manners. In almost the same way I should account for the existence of private day schools in the district from which the Warwick grammar school is accessible. It ought to attract the middle population of Leamington as well as of Warwick; but the Leamington people will not send their sons two or three miles to a school which has indeed two good masters but of which the rooms are inconvenient, the situation and surroundings bad, the playground small and damp, and in which the "English" teaching is not very well organized. Accordingly they support two private schools on the less genteel side of Leamington, of which one charges 8*l.*, the other 6*l.* a year for day-boys. In Warwick itself is a private school where the necessaries of commercial education are thought to be learnt more quickly than at the grammar school. At Wolverhampton are some flourishing private day schools, which mainly owe their existence to the bad situation and buildings of the grammar school and a reputed neglect of the necessary English education in it till within the last year or two.† At Lichfield the existence of a cheap day school is attributable to the high charge for day-boys in the grammar school. To one or other of the above instances corresponds nearly every case of rivalry between gram-

Instances at Stratford.

At Warwick.

At Wolverhampton.

At Lichfield.

* See, however, page 173.

† From what I have heard since writing the above, I have reason to believe that the private schoolmasters of Wolverhampton are already taking alarm at the advance of the grammar school, which in a year and a half had risen in numbers from 100 to 186, and that one at least was intending to leave.

mar and private schools as day schools. In the long run, I am convinced, notwithstanding the reasons noticed under (β), (γ), and (δ), a well-organized grammar school, with good building, situation, and playground, which paid due attention to arithmetic and writing, and (in its upper classes) to French, might empty all surrounding day schools, however rigidly it insisted on Latin Its competition with private boarding schools would be a somewhat different question.

Causes of success of more expensive private boarding schools.

These, as has been said, so far as they compete with the grammar schools, may be divided into a more and a less expensive class, of which the latter has been sufficiently considered. To the success of boarding schools charging over 32*l.* a year* all the causes contribute which have been spoken of in relation to the more expensive private day schools, and their operation is strengthened by the general feeling in favour of getting boys from home (see p. 159). This feeling would be checked by an improvement of the grammar schools as *day* schools, but would not be got rid of, while on the other hand the tendency of commercial men in the larger towns to remove their families, so soon as they can afford it, to a suburban or rural residence frequently makes the use of the day school difficult or impossible. The case of the upper class of farmers is, of course, generally a stronger one. So far, then, the demand for boarding schools is one that must continue. It is to be noticed, however, that of the boarding schools with which I became acquainted only two of the cheap sort (both large) and two of the more expensive (one with 60 boys, one with 15) were properly in the country the rest were in towns and in the neighbourhood of grammar schools. Why, then, should not the grammar schools satisfy the demand now satisfied by these private schools?

How far the grammar schools can supersede private schools.

In many cases no doubt they might. The existence of five out of eight of the more expensive private boarding schools seemed distinctly due to defects, present or recent, in a neighbouring grammar school, remediable either by masters or trustees. In each of these cases, if the grammar school were well situate, well built, and provided good room for boarders (and expenditure for these objects, even out of a small income, will always repay itself), and if its masters would give facility for day boarding, and condescend, without the least sacrifice of Latin or Euclid, in the matter of "English" and "modern" subjects, the private boarding school might be maintained by its present master but would not pay a successor. The other three were of a kind that would be likely to survive any improvement of grammar schools. One (a very sound one) chiefly depended on a Baptist connexion; another drew on backward and neglected sons of well-to-do parents from the "Black country"; the third, a very flourishing institution, is delightfully situated in the country, makes a great and (I think) just profession of moral discipline, and gives a very miscellaneous, chiefly "modern," education, which is supposed to be elastic enough to suit all minds and all modes of future life, and which, though it does not seem to produce any eminent intellectual result, is genuine of its kind.

* See page 203.

The demand now satisfied by the cheap boarding schools is not, in its present form, one which it is either possible or desirable for the grammar schools to meet. It is not desirable, for it represents (see page 197) a debasement of ideas on education, to which the grammar school ought not to condescend; nor is it possible, for though county schools on a large scale may take boarders at as low a rate as the cheap commercial academy, the master of a grammar school, whose number must generally be small, cannot be expected to do so. But though the grammar school cannot meet this demand, it may, by making itself more attractive as a *day* school to commercial parents in the way indicated on page 203, greatly lessen it. Till popular ideas on education change, however, the demand must to a great extent continue, and can only be made less mischievous by society taking some security against gross incompetence on the part of the masters of the schools in question, and by the provision of some effective stimulus to the intellectual ambition of them and their pupils. How far they cannot.

If it is asked, finally, why it is to be wished that the grammar schools should supersede private schools, the answer is that the former may, while the latter scarcely can, help a boy to get beyond the intellectual position to which he is born. The operation of commercial supply and demand, pure and simple, in education, means, on the whole, that as the father is such will the son be. An uneducated father generally has a low conception of education. If he grows very rich he may perhaps send his son to a fashionable school or to the university, that he may learn to be like the sons of the landed gentry, and the boy commonly becomes like them "with a vengeance;" otherwise he sends him to a private school of the kind described, where he meets other boys of the same class. Here there is nothing to raise him above the traditions of his home. Neither those about him nor those above him are likely to do anything to enlarge his intellectual horizon, and there is no path of reward to tempt him on to the higher learning. He is naturally in a hurry to leave and make money as his father made it. Those parents, on the other hand, who have a higher idea of education but no large share in this world's goods, if their lot is cast in a region of private schools, must conform to the general level. They must send their sons to schools of which the standard is set by the capacity and aspiration of the majority. Thus in almost all the decent private schools I found one or two boys, 13 or 14 years old, who seemed to have more faculty and desire of learning than was ever likely to be brought out. Now, a well-organized system of grammar schools by which the poorer schools should pass on their best boys with small exhibitions to the richer, and these again should transfer their *élite* with larger exhibitions to the university, would at once meet the aspiration of the few and raise that of the many. It would spread its net to catch boys who want a commercial education, and having caught them, while it gave them what they wanted would, by a process of natural selection, keep for the higher learning all who were fit for it. It would bring every boy of capacity by the age of 14 or so in contact with the mind of a scholar and familiarize him with What the grammar school might do, but the private school cannot.

the prospect of an intellectual career. Such a system would find no small class of parents eager to avail themselves of it,* and once inaugurated it would, by its own operation, perpetually augment this class. Not only would it by degrees create a taste for the pursuit of science and literature in our large towns (where there might be plenty of leisure for it if only there were the will); it would constantly be increasing the demand for schoolmasters of high university degree, and thus be giving to the scholastic career more of the material encouragement which it at present lacks. If it is desired fairly to get rid of the notion ingrained in the mind of the commercial class, and of which an historical account can easily be given, that high education is the perquisite of the clergy and gentry, this is the way to do it.

Supplemental action of proprietary schools.

Before leaving the consideration of the supplemental action of private persons in middle education, some notice must be taken of proprietary schools. Of these I only met with three, those at Leamington, Tettenhall, and Edgbaston. The Leamington College was originally established on the proprietary plan; *i.e.*, it belonged to shareholders; but some years ago it was decided to vest the property in trustees. Inasmuch as sons of tradesmen in the town were virtually excluded from it (an exception having been made, I believe, in only one case), it could hardly be reckoned a middle school. It was in fact intended for the sons of the unemployed gentry resident in Leamington, and as an attraction to bring more of that class into the place. It did not make a good start, and though it revived considerably (as was natural) under the late master, yet it did not succeed in clearing itself of debt. It had, indeed, no very definite opening. It did not want to have sons of tradesmen, nor were its system or rate of payment† adapted to them. On the other hand, the more wealthy resident gentry, unless they had a preference (rarely found) for a day school, naturally preferred the old public schools, while people, who wished for a residence in that district with a view to local education, would, if possible, quarter themselves on Rugby. Whatever the reason, the Leamington College has not prospered, and since my visit has been sold in order to pay off the debt.

Leamington.

Failure of this.

Tettenhall.

The proprietary school at Tettenhall was started by a number of wealthy men, mostly engaged in the commerce or manufactures of South Staffordshire, "whose object," to use their own language, "was to establish a school which should furnish on moderate "terms a sound and liberal education, both classical and commercial, with a religious training in harmony with the principles "held by Evangelical Nonconformists." The school circular further states that "A thorough education in the classics and "mathematics is made the main element in the school course, "which includes also a sound training in all the usual branches "of an English education, together with the French language,

Its objects.

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* See pages 153 and 194.

† 20*l.* a year for day-boys.

"and the rudiments of drawing and vocal music. The senior "scholars will be prepared and encouraged to matriculate at the "University of London." It is entirely a boarding school. The yearly charge, including necessary extras, is 47*l.* 5*s.* Weekly boarders pay 9*l.* 9*s.* a year less.* Boys entering above the age of 15 pay 10*l.* 10*s.* a year more. In favour of sons of ministers of religion (this is important to observe) a reduction of 25 per cent. is made. The shareholders have no privilege of nominating boys to the school. All may come for whom there is room. Some pecuniary return is contemplated on the outlay—five per cent is talked of—but with the originators of the scheme this was certainly not an object. The school is excellently situate in one of the pleasantest villages of England, easily accessible from Wolverhampton and the "Black country," but unaffected by its smoke and noise. Its head master is a man of learning and ability, of high repute among the Independents. In the autumn of 1865 the arrangements were still so far from complete that the directors thought it better not to allow an examination or to furnish answers to the questions issued by the Commission. All the information, however, that I asked for, was readily granted.

Its condition.

At that time the new building (which is, I believe, now open) was only just above the ground. The school meanwhile was held in an old mansion close by, which, with its grounds, has been bought by the directors. The arrangements contemplated were very elaborate, and when complete would accommodate nearly 120 boys, for whom there would be six resident masters. When I was there the number of boys was 42, all that the then accommodation would admit. Of these two-thirds were Independents, and most of the rest Baptists. More than half seemed to be intended for commercial life, but the master hoped to keep all till the age of 17 or 18, and to make matriculation at the University of London part of the system of the school. Hitherto no boy had left under 16, save for illness. The master's plan was to teach Latin and Greek to all, and only to vary from the "public school" model in this, that he would make more of the "English Education" in the lower classes, and would not attempt much composition in verse.

Inferences to be drawn from establishment of this school.

The establishment of such a school at least bears witness to a strong zeal for the higher education among the dissenting men of business of that district, a class not apt to be credited with it. There is more of it, to the best of my belief, among them—in consequence perhaps of the influence of certain ministers—than among the Churchmen of the same class in that district. The interest, however, is on the whole a new one with them. The long exclusion of Dissenters from the old universities, and from the endowments which give to the clerical profession a social prestige, have led them generally to regard the pursuit of commerce as their necessary inheritance and thus to terminate the

* It is supposed that their washing is done at home.

education of their sons at the age when qualifications for commerce are supposed to be sufficiently obtained. But a considerable change is appearing among them in this respect, and though the question of turning to more general account the educational endowments of the country is not one with which they, any more than other people, are yet very familiar, no one in my experience caught so eagerly at any scheme that might be suggested for facilitating access to the higher culture as certain Dissenting ministers and laymen whom it was my privilege to meet, nor did any assure me so strongly of a readiness to take advantage of such a scheme on the part of the classes which they represented.

Limitations to possible success of this school.

The drawbacks which I should anticipate to the efficiency of the Tattenhall school, would be the want of good feeders, and the want of effective ultimate reward. If it is to do its work in the best way as a place of training for universities, it ought to be fed by boys of about the age of 13, already sufficiently equipped in arithmetic and English writing, and well grounded in Latin. If it does not get most of its boys in this state, as it cannot, like Eton or Harrow, ignore English teaching, it will be pulled down by the necessities of "commercial education." Now in the present state of things Nonconformists of the class in question have scarcely the means of getting this early preliminary education for their boys. In a very few cases it might be given at home. Otherwise it could only be got at grammar schools and cheap private schools in the condition already described, which at best only bring a few boys, and these not till the age of 15, to the state in which they ought to be on entering such a school as Tettenhall seems to be. A well endowed school would have the remedy in its hands, if it would only use it. It might institute an entrance examination in the preliminary subjects, and give exhibitions, tenable at school, to those who did best in it. Such an examination would be something for the smaller schools to aim at, and in time they would have boys forthcoming up to the required standard. As it is, the directors of the Tettenhall institution propose to found two scholarships, tenable at the school, of 25*l.* a year each. This is indeed a laudable proof of their spirit, but more are wanted. If they could lay hands on some grammar school funds at present wasted, and apply them to the establishment of several scholarships, open to all comers, they might convert all the small grammar schools and the best private schools about, so far as they contain sons of Dissenters, into serviceable feeders. But in this, as in other cases, where the heart is there is not the treasure.

Importance to it of removal of disabilities at Oxford and Cambridge.

In like manner I should doubt whether the attractions of the University of London will suffice to induce many of the pupils, with the alternative of the early pursuit of profitable business before them, to pursue their studies at due length and with due thoroughness. The head master is quite aware of the superior stimulus which the endowments of Oxford and Cambridge enable them to afford, and assured me that if the disabilities which they impose on Dissenters were once thoroughly removed, he should

set himself to prepare boys to compete for scholarships at those universities, as he does now to matriculate at the University of London.

The origin of the proprietary school at Edgbaston (charging from 9*l.* to 21*l.* a year for day boys according to position in school) has already been referred to (p. 93.) The system which its founders and managers contemplated, was one which should give to boys destined for commercial life at once the necessary education and as much general cultivation as possible, while at the same time it should be available as a preparation for universities. Accordingly Latin and French were to be taught throughout, and German in the higher classes. Greek was to be optional. For classics, mathematics, and modern languages severally, there was to be a separate classification, so that each study might have an untrammelled chance of flourishing. This programme has been adhered to. At first its success was considerable; it sent a good many boys to the London University and achieved remarkable distinction in the Oxford local examinations. It also got an open scholarship at Oxford and another at Cambridge. Of late years it has declined both in numbers* and success. For a time it ceased to send boys in for the "local examinations," and though it sent in three juniors in 1865, they did not greatly distinguish themselves. One very promising boy from it came up to Oxford in 1866, but he was so much better than any one else in the school that he had for some time been taught by himself. Very few have gone from it lately to the London University, and the general age for leaving the school was shortened. Hardly any have stayed on beyond 16; most have left at 15.

Edgbaston: its objects.

Its partial decline.

The only assignable causes that I could discover for this decline were (1) that at the time of its foundation many of the persons who started it had themselves sons for whom they wished a high education, and whom they kept at the school long enough to get it. These sons are now grown up and others have not appeared to take their place; parents of the same position as the founders of the school being now more disposed to use distant boarding-schools. (2) That since the Edgbaston school was founded there has been an improvement in the grammar school, especially in its non-classical department and in its general arrangements. It may be added that the late head master, who left a few months ago, though a most accomplished scholar and admirably fitted to give reality to the "modern" education, perhaps gave scarcely enough attention to the routine of school work.

Causes of this.

For whatever reason, the attempt to combine the classical and the modern education has not succeeded at Edgbaston. In 1865 only 12 boys, less than a sixth of the school, were learning Greek. In the third class from the top only three out of 15 were learning it, and the proportion was not much larger in the classes above this. The Latin scholarship was clearly at a low ebb. The exercises which I saw of 12 boys in the second-class from the top,

* It had under 80 boys in 1865, having at one time had 120.

though not at all difficult, were full of gross grammatical blunders. The knowledge of French in the school, on the other hand, so far as I was able to judge of it, was very good. That in such a school under such a system, the "modern" subjects should triumph over the classical seems, apart from all questions of management, an inevitable result. A parent, who distinctly looked to a university career for his son, would send him to the grammar school which has exhibitions, not to the proprietary school. The boys in the latter, therefore, may be presumed generally to have no strong stimulus to classical studies at home, and not to have learnt the Latin grammar early. At school their time is very much divided and there is no prestige attaching to success in Latin above that which attaches to success in other subjects to compensate for its far greater difficulty of attainment. In short, all the general conditions that conduce to success in classical studies are wanting here. There is want of early education, want of pressure at home, want of sufficiently exclusive attention, want of sufficient reward at school, and want of a definite result from classical study in after life. The object of the originators of this school, however—that of giving a good general education to boys destined for business—is a most important one. For its attainment two conditions at least are necessary, good early education and a habit of remaining at school till the age of 17 or 18. If the Edgbaston school received its boys well drilled in Latin accidence, and could be relieved of the burden of teaching elementary English and arithmetic, it might give to boys, who would stay long enough, a good "modern" education, based on that real knowledge of Latin, without which no one is a qualified citizen of the intellectual commonwealth of the modern world. In any case, however, it would suffer from the absence of boys destined for professions for which a good education is necessary, and from the want of substantial rewards for continued and diligent study. All that is possible for the Edgbaston school in the way of "modern" education ought to be more possible for a grammar school with an income approaching 20,000*l.* a year, with the great additional advantage on the part of the latter that it might keep its "modern" students, to some extent, in contact with those who were pursuing longer methods and give them a constant inducement to undertake those methods themselves (see above, pp. 131, 138, and 140). The benefit of this in modifying the superficial tone apt to result from the "modern" education would, I think, though indefinite, be very great.

Conditions of success of this school.

I know of no other supplements to the grammar schools than those mentioned, unless schools under the Privy Council, so far as they educate sons of tradesmen and farmers, may be so reckoned. On this point, I presume, statistics may be obtained at headquarters. Among the masters of the cheap commercial schools, I heard frequent complaints that boys who, considering the position of their parents, ought to be sent to them, were sent instead to schools receiving Government aid. Such a master, near West Bromwich, told me that by conference with the master of a

School under Privy Council, how far supplemental to grammar school.

neighbouring Wesleyan school under Government inspection, he had ascertained that there were 70 boys in attendance at the latter, whose parents might rather have been expected to send them to a middle school of some sort. My impression is, that this is a sample of a practice prevalent thoughout the "Black country," and at Birmingham, where the middle class emerges rapidly from the working class, and it has an important bearing on the question whether the grammar schools can in any way use the schools under the Privy Council as their feeders.* To some extent the same practice prevails in the Potteries, nor do the small farmers of North Staffordshire object to using the same school as the labourers, if they like it in other respects. In country towns, and in the rural districts where farms are large, distinctions of class are more fixed and matter of more social jealousy. Here, accordingly, the school under inspection, unless it happens to have a hold on some particular congregation of Dissenters, is more exclusively used by children of the poor.

Difference between manufacturing towns and others.

Any plan for the improvement of grammar schools must begin with the question of funds. Are those which they at present possess sufficient to meet the wants of an improved system, and if not, how can more be obtained? In answering this question, the first thing to take account of is the present application of property, bequeathed for the purpose of teaching grammar, to other purposes. I have already stated that in nine grammar schools of Staffordshire, having a gross annual income of 1,123*l.* and in three of Warwickshire, with a gross annual income of 172*l.*, the education given does not profess to be higher than that given in elementary schools for the poor.† To these ought in fairness to be added Audley, with annual income of 155*l.*, where two boys learn a little Latin, but where the rest are not above the level of a National school, and the lower departments at Walsall and Coleshill, on which together about 220*l.* a year is spent, and from which there is no transition to the upper department. It would be reasonable to add, most of the money spent on lower departments elsewhere, from which boys are exceptionally transferred to the upper, but in which the general level is not above that of a National school; also the income of the grammar schools at Hampton Lucy, Abbot's-Bromley, (121*l.* and 20*l.* respectively,) where Latin is professed, but where, from the nature of the case, a grammar school is of no use. Setting these latter cases aside, we have a yearly income of 1,650*l.* derived from grammar school funds and not devoted to grammar school purposes.

Funds available actually or possibly, for improvement.

Grammar school money misapplied in villages.

That it should be so devoted in the places for whose benefit it was left, is in most of the above cases barely possible. At Walsall certainly, at Coleshill possibly, the lower department might usefully be made preparatory to the upper. The other places are villages, and the only example I have met with of a successful

* See Note B.

† The nine in Staffordshire are Aldridge, Barton-under-Needwood, Bradley, Church-Eaton, Dilhorne, Gnosall, Madeley, Newchapel, Rolleston. The three in Warwickshire are Kingsbury, Monks-Kirby, and Salford-Priors. From the gross annual income stated in the text must be deducted 75*l.*, which represents voluntary grants in supplement of endowments.

grammar school in a village is that of Appleby in Leicestershire. That is rather a peculiar case. It has had a local repute as a grammar school for several generations, which it has only lost for short intervals. It has an imposing and (on the whole) commodious building, and is central to many villages. Thus, having had the fortune a few years ago to obtain an excellent master, who brought several boarders of a good sort with him, it promises, supposing the master to be duly supported by the trustees, to act as a very useful middle school, maintaining a high standard of classics and mathematics, to the country about. Possibly, some of the schools under consideration might with good management have been kept up to the same mark, but having now permanently fallen from it, they can scarcely regain it. As it is, they can scarcely, with one or two exceptions, be reckoned even a superior sort of village school, their effect being simply to provide out of an endowment an education which might otherwise be provided, with better security for usefulness, out of local subscriptions, Government grant, and school pence. Under the present rule of the Education Office, which prevents more than a certain sum per head being paid from endowment and Government grant together, they have generally no chance of a Government grant, and hence are not under Government inspection. Only three out of 13 are so inspected. Six others are examined regularly by a diocesan inspector; four others not at all. In seven of them no fees at all, or fees merely nominal, are paid. In one of the others, boys from outside the parish, about a third of the school, pay 9*d.* a week, while the rest are free. In another, more than half are free, the rest paying from 4*s.* to 6*s.* a quarter. In another, six out of 80 on the books pay 10*s.* 6*d.* per quarter, the rest being free. In another, about half are free, the rest paying 1*l.* a quarter. In the other three weekly pence are paid. In one case 40*l.* a year is added to an endowment of 60*l.* by a resident landowner. In another, 15*l.* is added to 54*l.* by the parish.* In none of the other cases is anything done by subscription or otherwise to supplement the endowment.

It takes the place of ordinary elementary school.

Does no good thereby.

Instances.

It is clear, then, that in the places in question the grammar school funds are simply taking the place of the sources from which elementary schools are commonly maintained. We have next to inquire (1) whether there is anything in these places that would make the maintenance of an elementary school in the ordinary way difficult, and (2) whether, supposing such school to be maintained, it would fail to do any good done by the existing school. The first question must be answered in the negative. Some of the places are at a peculiar advantage, none at any disadvantage, for the maintenance of a National school. In two of them, Dilhorne and Rolleston, are resident baronets, one supposed to be of great wealth. In another, Church Eaton, the benefice is very valuable. Another, Barton-under-Needwood, is a model village in situation and appearance, and has several resident gentry. In none of the other cases is there any exceptional poverty. To the

* The case referred to is that of Monk's Kirby. The 54*l.* includes a yearly grant of 24*l.* made by the trustees, but not required by the terms of the trust.

second question, I think, the answer must be that in most of these places a school maintained by subscriptions, fees, and Government grant would be better than the existing one. This remark does not apply to the three under Government inspection. In these, some Government money is lost through the possession of an endowment, but the endowment more than covers the loss, and thus presumably attracts a better master than might otherwise be had. In several of the others evils were noticeable which Government inspection might tend to remove, especially irregularity of attendance. Where this irregularity damages the income of the school by lessening the Government grant, more vigorous measures are taken to check it than where it involves no such fine. Thus, in one of these village "grammar schools," I only found 36 in attendance out of 80 on the books; in another, 33 out of 90, in another, 20 out of 35. The master of another told me that on a rainy day his school was nearly empty. One of these schools, again, was held in a building wholly unfit for the purpose. Generally, the absence of an inspection on which money depends leads to a slackness of work. Against these evils, as it seemed, very little countervailing good was to be set. In five out of 13, there were sons of farmers mixed with the poor boys, but I heard no reason for supposing that in these cases the willingness of the farmers to use the school was due to its endowment. Gratuitousness of education is rather the reverse of an attraction to farmers, who like to be able to say as one said in my hearing, "I pay a shilling a week for my lad, and no thanks to no man." In three out of the 13, there was some filtration to the "grammar school," out of a lower mixed school, which if it had been effectively worked, as it did not seem to be, might have kept the former to a higher standard than that of the ordinary National school in a village. In the rest, however, there was no pretence of this kind. Four of them were themselves mixed schools. For the boys in the others there was no preparatory instruction, except such as might be given at a dame's or infant school, and the standard of admission was merely nominal.

Where these grammar school endowments in villages are small in amount, as is generally the case, it might not be thought very desirable, even if there were the power to interfere with them, except so far as to secure that the elementary schools which they maintain are good of their kind. There are three cases in Staffordshire where either from peculiarity of situation, or from size of endowment, the utility of some interference from without can hardly be questioned. These are (1) the case of Bradley and Church Eaton, (2) that of Dilhorne, (3) that of Newchapel and Audley. In the first are two villages, little more than two miles distant, possessing endowments for the purpose of teaching grammar which together produce a gross income of 405*l.* a year.* Out of this are maintained two common village schools. In one of these, I understood, there were no sons of farmers, and as the

Cases where interference with present system is wanted.

* For present charges on this income, see separate reports.

farms were said to be large, and the farmers to keep phaetons, it was not expected that there would be many. In the other were several sons of farmers, but most of these were likely to go on to some other school to be finished. One of the schools is for boys alone, but the only means for preparing boys for it is a dame's school. The other is a mixed school, and for it there is no preparation.

Bradley and Church Eaton.

These schools, left as they are, can scarcely be much raised in character. The population in one village is a little under, in the other a little over 600, and in both cases there was a decrease between 1851 and 1861. They do not lie on any main road, nor are they central to other villages. Bradley is within five miles of the grammar school at Stafford, to which both its clergyman and its schoolmaster were sending sons as day boys at the time of my visit. The Bradley farmers, I understood, frequently sent sons there. Church Eaton is rather further from the Stafford school, but not too far for its farmers to use it with facilities for boarding by the day or week. On the other side of it, at a distance of about seven miles, is Newport with a grammar school, to which the Church Eaton farmers sometimes send their sons. The only mode in which the grammar school endowments of the two places could be made really useful to the neighbourhood—for at present they are merely doing what in other less favoured places is done without them—would be something of this kind : Let the two endowments be combined, and out of them be established one middle school, which should give facilities for day and weekly boarding, with a view of drawing to it the sons of the farmers (who thereabouts are generally well off), of the schoolmasters and poorer clergy for six miles round. To this purpose 200*l.* a year might be applied. The fee should be 4*l.* a year. If 30 boys were got at this rate, and if a little more money could be got by taking boarders,—and the farmers at a little distance would be glad to make use of it for boarders,—there would be enough to secure a good master, able to teach elementary Latin, mathematics, and French, and a competent assistant for writing and arithmetic. A certain number of boys might be taken free on examination from the district round, and some more free boys might be selected from the elementary schools of the two villages. Towards each of these 30*l.* a year might be given from the grammar school funds. If the rule of the Privy Council could be so far relaxed in such exceptional cases, as that this money should not cause any deduction from the Government grant that might otherwise be earned, these schools would still be in a peculiarly good position. This scheme would involve the incurrence of a debt for a new school building. When this was cleared off, there would still remain (allowing for ordinary deductions) more than 100*l.* a year, which should be paid over to the Stafford grammar school, supposing that school to be then fitted to act as a good upper school, or to some other school so fitted, on the understanding that such school should take a certain number of boys free, after sufficient examination, from the new middle school to be established as above. The prime conditions

of the success of this new school would be that it should get a good master with a wife who was a judicious and comfortable housekeeper, that it should exact sufficient elementary knowledge at entrance, and look well to writing, arithmetic, and Latin grammar.

Dilhorne present state.

Before considering the impediments to such a change, it will be well to notice the other cases where a similar change is specially desirable. My report on Dilhorne explains how out of an income of about 260*l.* a year only 70*l.* is at present spent on the school, which is of the common village sort, but used largely by sons of farmers, and how the whole income must soon be available. To the advantages, there noticed, which Dilhorne possesses for the maintenance of an elementary school in the usual way, it should be added that at Blythe Marsh, a hamlet of the same parish, only two miles distant, is an endowment of 28*l.* a year for a school for the poor. This latter school is at present damaged by the existence of the school at Dilhorne. This being entirely free and exacting no preliminary knowledge, it is impossible for the Blythe Marsh school to charge a fee. It subsists simply on its endowment, and only keeps its boys till they are old enough to walk to Dilhorne. As girls are inadmissible at Dilhorne they finish at Blythe Marsh.

What might be done.

It is clear to an outsider that the wants of the boys of the parish of Dilhorne would be better met than they are at present by an elementary school under Government inspection, midway between Dilhorne and Blythe Marsh, which would be quite available for all but infants in both places, as well as in Forsbrook, which forms the remainder of the parish. If the Blythe Marsh endowment were applied to such a school and supplemented by weekly pence and a Government grant, earned in the ordinary way, a better school would in all probability exist in the parish than exists now. The grammar school fund might be mulcted to find a building for it, and it would not be much to expect from private endeavours in such a place that they should be able, with the ordinary help, to maintain schools for girls and infants at the two extremities of the parish. Any good purpose which the present Dilhorne school may serve as a place of elementary education for the sons of small farmers in the region north and north-east of Dilhorne ought to be served by a new elementary school at Kingsley, about four miles distant in that direction, which, owing to the discovery of minerals, will have an income of about 190*l.* a year from endowment, and thus ought to be able to provide an excellent English education.

The grammar school money of Dilhorne should then be applied to the establishment of a "middle" school (*i.e.*, a school-which should give an English education, with the elements of Latin, French, and mathematics) within the parish of Dilhorne, but close by the Blythe Bridge station. Here it would be quite available for all Dilhorne boys capable of a "middle education;" it would be available also for day boarders from Cheadle, a small town, four miles distant, where there is no middle school, private or other, and whence seven or eight boys now come as private day

pupils to the curate of Blythe-Marsh, hard by; further, what is more important, it would be available for day boarders from Longton, a Pottery town of 16,000 inhabitants, distant four miles by road and rail, which has no endowed middle school and only a very inconsiderable private one. For this purpose, after deduction for the object mentioned above, and for repairs of property, &c., about 230*l.* a year might be available. If the school were well managed it might soon get 50 day boys, and attract plenty of boarders from the Pottery district. It might take select free boys from the elementary school to be established as above, and a certain number from the district generally to be chosen for proficiency in elementary knowledge. It might thus turn the National and British schools of the neighbourhood as well as the private schools into its feeders. How an upper school might be established for it to feed I shall explain below.

Audley and Northern Potteries.

In this way the "middle" education of one end of the Pottery district might be provided for. That of the northern part of it might be provided for by dealing with the grammar school funds of Newchapel and Audley, in a way that would at least do no harm to either of these places, while it would do much good to others. For the use at present made of these funds I must refer to my separate reports. In the case of Newchapel there is nothing in the original bequest to prevent the transfer of the school to Tunstall, and it seemed to be a general opinion that such transfer was desirable. The same, of course, cannot be said about Audley. As it is, 20*l.* a year of the Audley grammar school money goes to a mixed school of girls and little boys, and another 20*l.* goes in clothes and food to the poor. Now Audley is a place where there should be no difficulty in maintaining an elementary school in the ordinary way; the people earn mostly large wages, and the landowners are wealthy. The mixed school might, therefore, fairly be thrown, so far as it is not self-supporting, on voluntary contributions; and there can be no good in the gratuities to the poor. The 40*l.* a year, then, now spent on the mixed school and gratuities, might fairly be given to an elementary school for boys, which, if it were allowed to earn a Government Grant *without deduction*, would with weekly fees be well off. The remaining 100*l.* a year might, I think, with advantage be combined with the Newchapel money (120*l.* a year and probably capable of some increase)* to form a middle school at Tunstall, on the plan suggested in the preceding case. If established on the western side of Tunstall it would not be more than three miles from Audley, to select boys from which it should be freely open; in like manner it might be open to picked boys from the villages which now have a privilege in the Newchapel school. As to the great use of which such a school would be to the northern part of the Pottery district, I found a general agreement among intelligent persons.

* Besides this the trustees of Newchapel school have about 800*l.* in hand.

The other Pottery towns—Burslem, Hanley, and Stoke—are in no part much more than three miles from Newcastle, in some parts only two. For their "middle" population the grammar school of Newcastle, if changed in site, enlarged, and generally improved, ought to be quite available. Sufficient pecuniary means, I believe, are at hand for these changes. Under part of the land from which this school derives its income lies valuable "carbonaceous iron ore," which could be easily and economically raised. Indeed, if the land belonged to an individual owner there is little doubt that the minerals would have been already worked. The following estimate of their value is from a good local authority: "The calcined produce of the three upper red mines, which "alone are worth working now, would average from 10,000 to "12,000*l.* tons an acre, and at the fair average royalty of 1*s.* 6*d.* "per ton would realize, for the entire estate, from 10,000*l.* to "12,000*l.*; the whole might be worked out easily in 10 years. "When the three upper red mines are gone there would still be "left the Bassy mine, and all the upper coal strata, which in "10 or 15 years from this time would form a most valuable "property." It is clear that within a very few years from the letting of these minerals the trustees of the Newcastle school would be in a condition to carry on a middle school with excellent building and appliances. It would be most useful, however, if of the same order as those of which I have suggested the foundation at Blythe-Bridge, and Tunstall; that is, it should set itself to impart an "English" education, with the elements of Latin, French, and mathematics, and should feed an upper school which might be established as follows:

How the other Pottery towns may be provided for.

Minerals under land of Newcastle school.

In Newcastle is a charity founded by Edward Orme in 1704, primarily for apprenticing boys and then, with whatever money was left, for teaching the poor children of Newcastle to read, write, and cast accounts, and for buying them books. Some of the money arising from Orme's bequest was invested in 48 acres of land, hard by the estate just described as belonging to the grammar-school. In 1846 a scheme for the management of the charity was obtained from the Court of Chancery, which is still in force, and under which an elementary school is maintained, giving a perfectly gratuitous education to poor boys. The income of the charity when this scheme was obtained was, I believe, only 160*l.* a year; and the size of the school contemplated appears from a clause which provides "that the trustees shall not refuse to nomi-"nate any child eligible to this charity, if the number of "children on the foundation shall not exceed 50; but, neverthe-"less, nothing herein contained shall be construed to limit the "number of the foundation children to be admitted to the said "school, if the means and accommodation will afford education "for more than 50." A few years afterwards, however, carbonaceous iron ore was discovered under the land mentioned, for the working of which a lease of 21 years was granted; under this lease the trustees have in some years received more than 2,000*l.* In 1851 a fine new school was built, on which altogether

Orme's trust.

about 2,600*l.* was spent: in this 150 boys receive an excellent elementary education gratuitously—books, stationery, and all materials being found by the trustees. Three masters are maintained in it at salaries of 150*l.*, 110*l.*, and 75*l.* a year respectively; another 50*l.* a year is spent on books, stationery, &c. Altogether the outgoings from the charity are about 500*l.* a year. The money that has accrued from minerals and been invested in the funds amounts now to considerably more than 20,000*l.* As to what may be expected in the future, I quote the following from the local authority previously referred to:—"The mines on this estate are "of unusual thickness and quality, and the three mines yet un- "exhausted (consisting of about 11 acres of half yard, 11 acres "of red shag, and nearly 11 of red mine) should produce an "average of 15,000 calcined tons to the acre, which should at all "events secure a minimum of 1,000*l.* a year to the expiration of the "lease. At that time the Bassy mine, which is now quite un- "touched, would be well in the market, and that with the "Spencroft, 10 foot, great row and little row coals, and all the "argillaceous ironstones, would safely ensure a new lease for 21 "or 30 years at a minimum of 800*l.* or 1,000*l.* per annum, with "the certainty that the royalties would yield far more than that "sum annually. Thus within a very few years from this the "corpus of the trust will amount to 30,000*l.*, exclusive of surface "rental, and exclusive of a great annual income which must for "many years infallibly arise from the deeper minerals to which "it is only necessary to sink the present pits."

What is to be done with them.

Opinion seemed to be divided in Newcastle as to the best way of applying these accumulations. Some were for establishing another school for the poor on the model of the present one, others for founding a middle school. It must be observed that the present school, though very useful, is not so in the way of giving an education to boys who could not otherwise obtain it. The scholars are nominated by the trustees on the ground of merit in themselves or their parents, not specially on the ground of poverty. Generally they are transferred to Orme's school from the National or British schools, and the transfer enables them to get a longer and more thorough education than they otherwise would, and to gain a better position in after life. Of the boys who had left the school up to a certain year, one half had become either pupil teachers, or clerks, or apprentices, or errand boys, very few of whom, but for the education obtained at this school, could have become anything but ordinary labourers. It is probable, however, that one such school would be enough for the town, if admission to it, instead of being somewhat arbitrary (as owing to the nomination system it now is), were systematically made a prize for merit at the National and Dissenting schools of the town, so that it should become distinctly superior to, not parallel with, them. Another free school of the kind would probably rather have the effect of damaging the schools at which pence are paid. It would be a more real boon to give poor boys who have capacity for it a chance of rising to the higher learning, as

Poor school or high middle school.

might be done by establishing for boys in Orme's school small exhibitions to the grammar school, supposing the latter to be rehabilitated and affiliated to a higher school, according to previous suggestions. There is doubtless a class of boys in Newcastle, as in other towns, of parentage too poor and debased to take advantage of schools under the Privy Council system, but on them—supposing that their education does not soon come to be provided for by a rate—a school on the expensive scale of the existing Orme's school would be thrown away. There is, moreover, another charity in Newcastle—Hatrell's—now in suspense, but available for the education of the poor, producing nearly 100*l.* a year. Perhaps it might be too sanguine to hope that any part of the income from the "Burgesses' Lands" of Newcastle—now spent in the payment of some 30*s.* a year to each burgess, which is of course wasted—should ever be applied to education; but on the whole it is reasonable to think that a deduction of 100*l.* a year from the resources of Orme's charity for elementary education, in addition to the sum (435*l.* a year)* already so applied, would justify the application of the rest to education of a higher kind. If 15,000*l.* of the accumulations, with the surface rent, were applied to the former object, there would still in a year or two be 15,000*l.* for other purposes, with the sure prospect of the gradual addition of some 40,000*l.* during the ensuing 30 years. This would quite suffice to establish a high school, which might be so worked as to supply upper departments—one preparatory for the universities, the other devoted mainly to physical science and modern languages—primarily to the improved Newcastle grammar school, but also to the proposed middle schools at Tunstall and Blythe Bridge, if they should happily come into existence. The grammar schools at Stone and Uttoxeter, whence there is easy access by rail to Newcastle, and that at Leek, if it could be put on a satisfactory and permanent footing, whence there will soon be such access, might also in some way be affiliated to it. That such a school might thrive at Newcastle no one who considered the question seemed to doubt; it is a place with many attractions for residents, open to smokeless country on two sides out of four, and only needs a good school to become the genteel suburb of the Potteries and neighbouring iron district. On the great need in that district of higher means of education I have remarked above (p. 194). If well provided with buildings, playground, and exhibitions, the high school might probably almost support itself upon boarders and day-boys. If it took picked boys free from the affiliated schools, it might without damaging its usefulness charge (say) 10*l.* a year for day-boys, and 50*l.* for boarders. Thirty boarders at that rate would yield a master, if he had his house rent free, a clear income of more than 600*l.* a year. If the grammar school could be put under the same management as

Question whether another school like present Orme's school is wanted.

How high school, if established, should be worked.

* This represents the present expenditure minus the salaries of clerk and agent, which cannot be regarded as spent specially on the existing school.

the proposed high school and share a modern language master with it, there would be a saving of expense and probably more efficiency.*

Desirable transfer of funds at Walsall and Hampton-Lucy.

The only transfers of grammar school funds in the shires of Stafford and Warwick, besides those already spoken of, that seemed to me specially desirable were at Walsall and Hampton-Lucy. If the Walsall grammar school would apply 150*l.* a year† out of its 1,000*l.* to establish a branch school at or near Wednesbury, pretty much on the plan of the King Edward's elementary schools at Birmingham, it would do a great service and might more than remunerate itself by charging fees at Walsall (see pp. 76 and 101). I have already stated reasons for thinking that many boys in that region are sent to National or British schools whose parents could well afford a higher school. The best of these might be taught by a school of the kind suggested, charging a fee of 2*l.* a year, of whom again the best, after a good grounding in the elements, might be transferred to Walsall.‡ At Hampton-Lucy it is attempted to use the grammar school as such, but without, as it seemed, any beneficial result. To all the boys learning "grammar" in it the Stratford school would with facilities for day-boarding be accessible, and if it paid over 100*l.* a year to that school on condition that the corporation put it on a better footing, while it received enough, with proper management, to secure there being a good elementary school at Hampton, no one there would be the worse and the neighbourhood of Stratford would be much the better. In the other cases in the two counties where a grammar school endowment exists in a village, the amount being small, it might be well to allow of its appropriation to an elementary school, if any security existed—and there is none now—that the elementary school should be good of its kind; if it were so, the farmers, even where they keep phaetons and pianos, would send their sons to it, notwithstanding the mixture with the poor, at least up to a certain age, and they could not do better.§

Charity money.

Over and above the application to grammar school purposes of grammar school funds not now so applied, and of some part of the proceeds of Orme's educational charity, something, it is to be hoped, may ultimately be obtained for the same object from property belonging to charities or to corporations. The extent and application of such property might fitly form the subject of a separate inquiry. It is one of which I can only speak generally, and with reference to places where a grammar school needs

Stafford.

subsidy. At Stafford, as at Newcastle, are "Burgesses' Lands." They extend, I believe, over more than 200 acres. From September to spring they are common. The practice is for each

* On a difficulty as to the patronage of the grammar school, see special report.

† If with this could be combined some of the money now given at Wednesbury in doles, &c., so much the better.

‡ For some of them it would be six miles distant, but these come on ponies as it is.

§ Out of 24 "grammar schools" used as elementary village schools, which I met with in the five counties that I traversed, only eight had a fair mixture of sons of farmers. The other 16, however, were not, or had very lately become, good schools of their kind. I have doubts, notwithstanding, whether the larger graziers of South Warwickshire would often condescend to use such a school, however good.

"old and necessitous burgess" who is not a pauper, to have an acre assigned to him at a rent of 8*s*. This he generally sublets to some one at a rent of 2*l*. or more. The practical result thus is to put a gratuity of 30*s*. or 2*l*. in the pocket of the "necessitous burgess," which I was told, he generally spends in drink. These lands, I understood, if enclosed, would be worth at least 40,000*l*. That sum had in fact been offered for them for some public purpose. They might, again, be let at a very high rent as garden-ground. I should suppose that provision might be made for paying the burgesses as much as they at present receive from them, and at the same time 15,000*l*. or 20,000*l*. might be obtained for public purposes. At Burton also there are town lands vested in feoffees, who in the autumn of 1865 had, I was told, more than 30,000*l*. invested. They had given liberally to elementary schools of all denominations, and might not be unwilling to do something for middle education. Lichfield abounds in charities, and has in consequence an ill-conditioned surplus population. About 600*l*. a year, I believe, is spent in doles and gratuities of various kinds, and with a very bad effect. A quantity of the inhabitants work as market gardeners, and in the summer earn high wages, which they waste, in expectation of living on charity during the winter. Here also, as in other cases of the same kind, these gratuities are said to be turned to political account by the authorities. Into the the truth of such statements it is not my business to inquire, but the system clearly opens a wide door to abuse of this kind. The sum above mentioned is exclusive of the income from the "Conduit Lands," and of that of the hospitals. One of the latter, St. John's, is said (I speak under correction) to have lands which at a rack-rent would produce 5,000*l*. a year.* Under the circumstances the starved condition of the grammar school (with an income of 96*l*. a year, of which 50*l*. is a grant from the "Conduit Lands"), is scarcely creditable to a place where the "educated class" is relatively so strong. At West Bromwich is a charity estate, producing, as I understood, about 270*l*. a year, which might possibly be available for purposes of education. It might be usefully spent either on the existing "Bridge Trust" school at Handsworth, or on a new school of the same kind on the side of West Bromwich, most remote from Handsworth, *i.e.*, about Hill Top. At Leek, as I have stated in my separate report, a good deal of money (about 200*l*. a year) is spent in doles and gifts to the poor. That any of this should be spent on the grammar school is perhaps more to be wished than expected.

Burton. Lichfield. West Bromwich.

In Warwickshire, Warwick itself and Coventry are well-known seats of charitable foundations. In Warwick, a town of 10,000

Warwick.

* The first known statutes of the hospital were promulgated by Bishop Smith in 1495. These prescribe that 10*l*. a year shall be paid to a master, and 5*l*. to an usher, for teaching grammar. In 1740 the hospital school was formally amalgamated with the existing town grammar school. The payment from the hospital to the school has never increased, notwithstanding the improved value of its estate of 786 acres. The income of the "conduit lands" is chiefly applied to purposes elsewhere met by rates. More of it might be applied to education without anyone in the place being the worse off for it. Elementary education is well provided for, as it is, by Minor's English school.

inhabitants, without trade or manufacture, more than 1,000*l.* a year is spent in doles and gratuities to the poor. This is exclusive of hospitals, and further (1) of a charity for schooling poor children, producing 225*l.* a year net; (2) of Henry VIII.'s charity, producing about 3,000*l.* a year, which, after deduction of 400*l.* a year for the grammar school, is spent for purposes elsewhere met by rates; (3) of White's charity. The object of White's charity, which is shared by Coventry, Leicester, Northampton, and Nottingham, is to advance money without interest for a term of years, on security being given for its repayment, to young men who are setting up in business. At Warwick, owing to want of trade and to the requirement of security for repayment, the money is not applied for to the full amount. Thus while 8,000*l.* is out on loan, more than 18,000*l.* is accumulated. It is a general opinion in the place, I think, that this money should be applied to education, and it is also generally admitted that the money spent on doles and gratuities is at present simply mischievous. The town is burdened with poor for whom there is no regular employment, and some of whom are said to boast that what with charities, elections, and assizes (where they act as javelin-men), they have got along without doing a stroke of work for many years. In the year 1854 a movement was started for a better application of the charity-money, and a scheme proposed for a rehabilitation of the grammar school. An inquiry was held in the place by a representative of the Charity Commission, but nothing has been done since. Everyone seems to have been waiting for everyone else. What is wanted here, as in similar circumstances elsewhere, is an initiative from without.

White's Charity.

Coventry.

In Coventry about 13,000*l.* a year, I believe, is spent by the various charities; of this—setting aside hospitals, schools for the poor, and the maintenance of old men and women at regular weekly payments—about 2,000*l.* a year is spent in variable gratuities, and 600*l.* a year in coals. The trustees of White's charity at Coventry a few years ago devoted their accumulations to the establishment of an industrial school, but they have more in hand already, and are constantly accumulating more.

Sutton Coldfield.

At Sutton Coldfield exists a "Warden and Society," holding property of which the gross income in 1864 was 2,628*l.** This has been spent partly on purposes met elsewhere by rates (such as the supply of water), partly on almshouses and "poor maidens' "portions," partly on schools for the poor in Sutton and neighbouring villages. To the latter about 1,000*l.* a year is applied, but of this 375*l.* goes in clothing. The payments to the masters and mistresses of the schools are not large. The masters at the three, where there are masters, received for salary and fuel in 1864 respectively, 76*l.* 10*s.*, 65*l.* 10*s.*, 70*l.* 10*s.* The schools have been under no regular inspection. A clergyman of the neighbourhood,

* The result of the existence of this rich corporation is generally admitted by impartial persons to be bad. It pauperizes the people in character and ideas, and renders municipal government of the ordinary kind impossible, while it does not adequately meet the purposes of such government. The drainage of the town is bad. A case to some extent parallel is that of Melton Mowbray.

excellently qualified, examined them 12 years ago, and reported them to be below the level of good schools under the Privy Council. The clergyman of the place does not consider that there has been much improvement since. The other most considerable charges on the income of the society are for almshouses, blankets, a lying-in charity, and poor maidens' portions. These come to about 400*l.* a year. The only expenditure on "middle" education consists of 46*l.* a year, of which 40*l.* is paid to the master of the grammar schools on the understanding that he take certain boys free to be nominated by the society. Proposals have been made by members of the society to apply more money to the same purpose; in particular the income of a sum of about 2,300*l.* recently made by a sale of land to the London and North-western railway, but have not yet succeeded. It has been proposed either to establish a middle school apart from the grammar school, which I think would be a great mistake, or to provide an English department at the grammar school, or to found an exhibition at it. My experience of English departments is not favourable, as I have already explained. The ground for the establishment of such a department at Sutton Coldfield would be that hitherto this school has been used, to some extent, by a class of boys of whom many go on to the public schools, and that with these arithmetic and English writing do not require so much attention as with boys of a lower rank. The wants of the case would probably be best met by the establishment of a preparatory school, which should provide a sound English education early, and thus enable the grammar school, to give as much attention as it now does to classics without unfairness to the boys going into business at 16. There were many boys in the school at the time of my visit who would have been the better for passing through such a preparatory school. If, besides, some small exhibitions were founded, tenable at the school, to be given primarily for proficiency in the subjects taught at the preparatory school, and one or two of 25*l.* a year for boys of 15, tenable at some school or schools well qualified to prepare for the universities,* the grammar school would be well off, and able to supply all the "middle" education wanted for the place. For these purposes the income of "the Warden and Society" might, do doubt, with good management suffice, without detriment to any good object which it at present serves. Setting aside the question of a management at once more effective and more economical of the schools which it maintains for the poor, a great part of the expenditure described as "incidental," which, in 1864, amounted to 430*l.*, can hardly be regarded as permanent.

Supposing that from any of the sources above mentioned a high school could be established for Staffordshire (in addition to the one to which it has been suggested that Orme's money should be applied), and another for Warwickshire, it would seem that as far

* Exhibitions of this kind would be preferable to one direct to the university, on the ground of a relation between the Sutton Coldfield School and the grammar school at Birmingham, which I believe it would be possible to establish (see above pp. 113 and 114),

as funds go, the grammar schools of the two counties (except in a few cases to be mentioned presently), would be well able to supply the middle class with a suitable education, having in it the elements of "liberality." For an education without such elements, yet outwardly distinct from that given in National schools, there would no doubt be still a demand. This, however, the grammar schools should not seek to meet, but gradually to divert into a more worthy direction. The high school to be effective, should have two departments, the basis of division being that suggested above (p. 140 and p. 221.) should have accommodation for boarders and give facilities for boarding both by the day and the week. It should also be centrally situate and easily approachable by rail. The charge should scarcely be more than 40*l.* a year for board and teaching,* and there should be exhibitions of 25*l.* a year tenable at the school, most of which, if not all, should be appropriated to boys either resident or trained at schools, public or private, in the county. Whether these should not be confined to the department preparatory for university, as a set-off to the utilitarian attractions of the other, would be a matter for consideration; at any rate it would be very desirable that a boy in the "modern" department, for whom the rewards given by the universities for knowledge of mathematics and physical science might have attractions, should be able to tranfer himself from that department to the other with an exhibition, tenable at the school, awarded for merit in those subjects. There should, further, be exhibitions to the university.

Plan for high schools.

The reasons for desiring the establishment for such high schools are as follows:—(1.) A small grammar school caanot give an education likely to enable a boy to get a scholarship at the university. It is scarcely likely that the master of such a school, though of course there will be exceptions, should have the knowledge or ability to impart such an education. If he has, he can only impart it to the exceptional boy whom he finds receptive of it, at the cost of neglecting more necessary work. The exceptional boy, moreover, is at an essential disadvantage from want of competition, nor can the small school afford him an exhibition at the end of his time. There is thus a gap between the schools frequented by the less wealthy of the middle class and the universities, which, except by the proposed high schools, cannot be filled. (2.) Such schools would make it possible to simplify the work of the smaller grammar schools, and remove the occasion for the mischievous separation into "classical" and "commercial" departments (see above, p. 187, *et seq.*). It would be understood that the higher classical education was not to be attempted by the smaller schools; that they were to concentrate attention

Need of them.

* I purposely suggested a higher charge for the proposed high school at Newcastle-under-Lyme, because it would be accessible as a day-school to most of the boys from the schools which might be expected to feed it. There could be no reason for putting the charge lower than 40*l.*, supposing exhibitions to be provided. The sort of parents who would be likely to send boys to it at all *without exhibitions* are quite ready to pay that or more.

on English writing, arithmetic, Latin and Euclid, with French in the higher classes, and that further classical or scientific education would be furnished elsewhere to such as were fit for it. Greek grammar might be learnt instead of French by boys looking to the classical department of the high school in their last year, but with this exception, which need not be serious, there would be a uniform system throughout the school, and one in which all the masters, even those not trained at universities, might be expected to take a part. (3.) The high school might offer to the smaller schools the stimulus in the way of reward, which they now lack, by instituting a severe entrance examination in the subjects which it is thought desirable for the latter chiefly to cultivate, and awarding exhibitions tenable at the school to those who did best in it. The better private schools, as well as the grammar schools, would soon find it to their advantage to lay themselves out for this examination.

Where should they be?

A subordinate question is, where the high school should be. It may be premised that none of the existing "public schools" (in the technical sense) would serve the purpose. Their system presupposes less previous attention to arithmetic and English writing, and more previous attention to Greek, than it is desirable that the small grammar schools should give; nor could any existing grammar school be turned to account for the purpose, except one already acting on a large scale as a place of education for universities. Of any other grammar school the head master would presumably be not qualified for the conduct of a high school.

Use of King Edward's school in this way.

The only school in the two counties that would satisfy the requisite conditions in this respect is King Edward's school at Birmingham, and this from its position, though admirably qualified to serve as a high school to the population which can go in and out of Birmingham daily by rail, is not calculated to act as a boarding school. There is something to be said for the establishment of a new school for the purpose in some eligible rural place, but, if so situated, it would lose the advantage of having a town population close at hand to support it, and of being available for parents who might be disposed to take houses in its neighbourhood for the purpose of using it as a day-school. On such a scheme, too, there would be less chance of winning for the school some share of the charitable and municipal funds already spoken of. The best chance for inducing the people of a town to acquiesce in the application of these to the establishment of a middle class school would lie in the assurance that the school would bring residents and trade to the town, an assurance which could not be given if the school were some miles away. Thus, in Warwickshire, the place for a high school would, I think, unquestionably be Warwick itself. It is central and easily accessible, and a school there might be so situate as to be easily available as a day-school for Leamington, where it would find a constituency in the greater part at once of those parents who formerly maintained the "Leamington College," and of those who support a flourishing private school charging from 8*l.* to 10*l.* a year for day-

Warwick an eligible place.

boys. The trustees of King Henry VIII's charity could furnish an excellent site, with plenty of room for playground, on one of the roads leading from Warwick to Leamington, and it might fairly be hoped that they would also supply money for the building in consideration of the material benefits it would confer on the town. The accumulations of White's charity would furnish a sufficient endowment, if the existing grammar school could, by improved buildings and appliances, be made so effective a feeder of the high school as to relieve the latter of the burden of teaching boys under a certain standard, and if the exhibitions on Fulk Weale's foundation, now appropriated to the grammar school, could be transferred to the high school. In Staffordshire the question of site would be more difficult. The town of Stafford itself, would be most central and accessible. On the other hand Lichfield is the great seat of superfluous charities. Possibly, if a high school were once started at Lichfield out of some of the proceeds of these, the townspeople of Stafford and Burton might not be unwilling to lay the town lands at those places under some contribution towards the maintenance of an exhibition fund at the new school, on the ground that exhibitions, tenable at a high school by boys belonging to the county, would do more to improve those several schools, than money spent directly upon them.

Possibly Lichfield.

Indulging for the moment the anticipation that such high schools may be established, let us consider the future position of the existing grammar schools in the two counties. Those at Coventry and Wolverhampton could not do better than continue self-contained and independent. The income of each is over 1,000*l.* a year.* Coventry school has already exhibitions to the university, which would be valuable if released from the existing mischievous restrictions (p. 173). It urgently needs a change of site, new buildings, and a playground, but out of the abundant charities of the town enough, it is to be hoped, might be got for these purposes. The money that might be gained by the sale of the existing premises, added to the accumulations in the hands of White's trustees, would probably be now sufficient. The same need exists at Wolverhampton, but an appeal to the abundant wealth and public spirit of the town, now that the conduct of the school is admitted to be effective, would produce enough to supply new buildings and in time exhibitions. Supposing these changes to be made, each of the above schools would have enough to maintain at once a preparatory school, and an upper school in two departments, according to the plan previously suggested. A fee of 4*l.* a year for the preparatory department (in which the ruck of the "commercial" boys might be expected to finish), and of 8*l.* a year in the upper, would correspond to the rates of payment in the two classes of private school previously described (p. 203 *et seq.*) To give a better article than the private school at the same, not at a lower, rate, should be the object of the grammar school. Lower

What schools should be independent.

* In the case of Coventry this is subject to temporary deductions, for which see separate report.

fees, then, than the above, would not be desirable, and if each department took a certain number of boys free by examination, no one would be excluded whom it would be useful to admit. Now if three masters—a chief master for the preparatory department, and for the upper department one mainly classical, another mathematical and scientific—could be secured out of endowment, it might safely be reckoned that in respect of such other masters as might be necessary, a school charging the above fees would be self-supporting. 1,000*l.* a year ought to be enough to secure three good masters for the purposes specified, if the school was so built and situate as to be suitable for boarders, and if for each master a house with good room for boarders was provided.

What affiliated to high schools.

When a grammar school has an annual income from endowment much under 1,000*l.*, unless it has some peculiar attraction for boarders, it would do well, to the best of my belief, to act as preparatory to one of the proposed high schools. This means, that it should confine itself to teaching "English," Latin, French, and elementary mathematics, and should not attempt to keep any but backwark boys much beyond the age of 15 (see p. 140). There need be no formal "affiliation" to the high school. If the latter offered scholarships, tenable at itself, to boys of the county who should do best in these subjects, the end would in time be gained. With good buildings and situation, and a yearly fee of 4*l.* a boy, a clear income from endowment of 250*l.* a year should enable a school under ordinary circumstances to fulfil this preparatory function. If there were a prospect of adding 150*l.* a year as profit on 10 boarders at 40*l.* a year each, the endowment should be enough to secure a good head-master, and the expense of necessary assistance would be covered by fees. With a less income, such a school could not be satisfactorily conducted, for an assistant could not be kept, and without an assistant either the Latin or the "English" must break down. A multitude of boarders at high terms might, no doubt, supply the defect, but they could not be got to a school conducted on the plan proposed, or if they could, would be objectionably heterogeneous to the day-boys. Thus, at Stone, where a gratuity from Trinity College makes up the income to 100*l.* a year, and 4*l.* a year is charged for day-boys, the master cannot afford an assistant and Latin is not taught. The education given, though more sound of its kind, is not in kind much different from that given in a cheap commercial "academy." At Solihull, where the conditions are pretty much the same, an assistant is kept and Latin is taught to some purpose, without neglect of "English," but a stranger must wonder why the master stays there. The recourse, frequently had under such circumstances to chaplaincies of unions and job-duty on Sundays, is scarcely desirable.

What endowment wanted for affiliated schools.

A clear income of 250*l.* from endowment may suffice for a grammar school of the second rank, but 400*l.* would do better. Where from the nature of the case there is small chance of boarders and at the same time a large population, a larger sum might be necessary to secure the services of an adequate head-

master. The largest endowment in the two counties, after those mentioned, is at Walsall, where it produces about 1,000*l.* a year, and is likely gradually to increase. From the nature of the population, however, and other circumstances, the Walsall school is not calculated to act as an independent place of training for universities. At the same time, supposing it to act as a school of the second rank, it is one where a large endowment is wanted. It is not well fitted for boarders, and the population to which it is easily accessible, ought to furnish at least 300 proper subjects for a "middle" education. For these, some process of filtration would be eminently desirable. Thus, while 600*l.* a year from endowment would not be too much to assign to the grammar school proper,* any available income above this would be well bestowed on the establishment of preparatory schools, such as the best of the elementary schools in Birmingham, at Walsall itself, and Wednesbury, as suggested above (p. 222). Schools of this kind would be very useful in most cases, but they are specially wanted in places like Walsall and Birmingham, where the limit between the middle class and the working class is not very exactly defined; *i.e.*, where there are many workmen who earn enough to use a school somewhat above the National and British schools, and at the same time many small masters who have not risen long or far above the rank of workmen. In such cases there will be a mass of boys, which, if thrown without stint on the grammar school, is sure to depress it, but which yet, if sifted by a preparatory school, may supply it with most valuable material. In such cases, too, the customary age for finishing education is sure to be early, and the need of getting the elementary part of it over with all possible expedition proportionately great.

What should be done with money above this limit.

Preparatory schools.

Wherever else in the two counties a grammar school exists in anything that can be called a town, the income from endowment is up to or above the minimum limit mentioned, except at Stone, Uttoxeter, Kinver, Solihull, Lichfield, and Tamworth.† At Kinver the income is so near the limit, and the situation so eligible for boarders, that with enterprise in building and management it might get along very well as a school of the second rank. The school at Solihull is maintained out of a charity applied to general parish purposes, which at the time of my visit was repairing the church steeple, and proposing to spend 250*l.* on a town hall. If the school could be rebuilt, and good room provided for boarders, the situation being very eligible for them, it might get along in spite of its small income. Lichfield, with its present endowment and accommodation, can only be kept up by the exaction of a higher charge for ordinary day-boys than most shopkeepers are likely to be willing to pay. To the abundant charities of this "city" attention has been already called. At Tamworth the school has been for some time in abeyance, but is shortly to be

Cases where the limit is not reached.

* I suppose throughout that the head-master of the Walsall school is relieved of duty at St. Paul's church, and that a fee of 4*l.* a year is charged for day-boys.

† Account is not taken here of Newcastle-under-Lyme or of Leek (see above p. 221).

reopened in a new building. It is hoped that the expense of the building may be defrayed by subscription, on the plan that every subscriber of 100*l.* should have the right of nominating a scholar, and 1,500*l.* may be obtained from a local charity. Even then, however, the yearly income will be little over 100*l.*, and this being so, it is hard to see how the school can get on without charging a considerably higher fee than 4*l.* a year. The schools at Stone and Uttoxeter are in the hands of Trinity College, Cambridge. Their income consists of a fixed charge (13*l.* 6*s.* 8*d.* in each case) on an estate, which is said to be now very valuable. When it was left, its value was stated to be 80*l.* a year, of which sum the charge for Stone, Uttoxeter, and a third school, was just a half. Till lately, however, the schools had no profit from the increased value of the estate. Now by "gratuities" Trinity College makes up the income of the Stone school to 100*l.* a year, that of the Uttoxeter school to 150*l.* a year. The effect of scanty endowment is, at Stone, that Latin is not attempted; at Uttoxeter that the pay for the master of the English department is not enough to secure a good one, and that this department languishes.

Cases where it is.

At the remaining town grammar schools in the two counties, the income from endowment is quite sufficient for schools of the second rank, if duly supplemented by yearly fees of 4*l.* At Burton, Nuneaton, Coleshill, and Stratford, new buildings, with playground and accommodation for boarders, are urgently needed. Coleshill might charge its endowment with the expenditure for this purpose, and yet, if it abolished its lower (it may fairly be called its pauper) department, might have enough to maintain a good school for the few tradesmen of the town, and for the farmers and lesser clergy around. Nuneaton, again, could well afford to rebuild. At Stratford the maintenance of the school is a charge on the corporation, which spends money liberally for town purposes. When I was there, it had, I understood, for the time rather over-spent itself, but no doubt it will soon have the power, and probably the will, to do something for the school. Meanwhile the fees paid by boys from outside the borough are accumulated, and in 1865 had reached a sum over 800*l.* At Burton, considering the size and importance of the town, it might be well to leave the endowment untouched for purposes of building, but here the feoffees of the town lands and the millionaire-brewers may fairly be looked to for the supply of a new school with proper belongings. Wherever a school of the second rank, after due satisfaction of external requirements, had a clear income from endowment of more than 250*l.* a year, it would be a question to be settled according to the circumstances of each case, whether part of the overplus might not be devoted to the establishment of small exhibitions tenable at a high school, if one existed.

Obstacles to proposed changes.

In conclusion should be noticed the difficulties, which, from local inquiries, I should expect to present themselves to changes in the direction suggested. (1.) So far as they involve the application to the purpose of teaching "grammar" of money left for that purpose, but now spent on elementary schools in villages, they

In some cases local opposition.

would generally meet with opposition from the clergy and landlords of those villages, who again would probably get support from the farmers. Whenever I ventured to suggest a change of this kind in the places concerned, I always took care that it should be one that would secure the interest of the people of the privileged place, so far as they were capable of an education above that of an elementary school. I always found, however, that while the terms of the founder's will, appropriating the bequest to the particular place, were much insisted on, those which stipulate for an education in "grammar" were ignored. The question, however, in its proper form, was really quite new to the people. They knew that the school in each case was to be for the benefit of the village, and that there were not enough well-to-do people in the place to fill it as a grammar school. A plan by which it could be made available for a wider area, and as a grammar school, without prejudice to the interest of the village itself, had never been suggested to them, and when made for the first time was naturally received with an incredulous smile. As any such plan would presuppose the establishment of an elementary school for the village to be maintained in part by subscription, it would be unwelcome, however well understood, to those on whom the responsibility of subscription would chiefly fall. The clergy would *not* be opposed to it in itself; where they are poor and have sons to educate, they would welcome it as a boon; but they fear that if the grammar school money were diverted from the maintenance of the school for the poor, they would get no sufficient help from the landlords for the latter, which would in consequence either perish or become a burden on them. The places in question, as I have said before, have on the whole rather exceptional advantages for the maintenance of such a school in the ordinary way, but the misapplication of the grammar endowment has tended to dry up the ordinary sources of voluntary effort.

(2.) In such cases, as in others where an application of charity-money to the "middle" or "higher" education might be suggested, a cry would be raised of injustice to the poor. Even where general opinion might favour the diversion to educational objects of the money now spent in doles and gratuities, the claims of any education but the most elementary would scarcely be recognized. Education is thought to be an affair of classes, and all classes above the poor, it is said, can afford to pay for the teaching suitable to them. It is not yet a recognized idea, that educational endowments can be so worked as in some degree to efface demarcations of class, to give a freedom of self-elevation in the social scale other than that given by money, and to keep "the career open to the talents." It is only in primary education that the poor are thought to have any interest, and since this is not yet systematically provided for by a charge on property, but is still very much matter of charity and accident, it is naturally regarded as the one proper object of charitable bequests. For a single man to be found having views about better education for the middle class, a hundred may be found having views about the

Cry of injustice to poor.

education of the poor. (3.) Meanwhile, the questions at issue being so ill understood, the grammar schools have been readjusting themselves and doing it in a very clumsy way. The doctrine being retained, as in the absence of high schools it must needs be, that each grammar school is to act as an independent place of training for universities, it has been held that the only way to combine this with the satisfaction of the wants of the commercial class is to establish a separate commercial department. The objections to this arrangement have been already noticed (p. 189), but when it has once been made, an attempt to change it would be liable to excite the suspicion of the class of people to whose instance it has been conceded, and in whom past experience has fixed the notion that Latin necessarily drives out arithmetic, and that Latin is only good for a "gentleman."

Commercial branches already established.

(4.) In this state of things, the absence of any strong and central initiative is a great misfortune. No one who has occasion to hear much of the past history of grammar schools will question the reality of the good done by the Charity Commission; but when gross abuses have been got rid of, its work seems to be at an end. For the purpose of recasting the system of grammar school education it is with its present powers ineffective on two grounds; it can only act in the way of giving effect to a clearly formed public opinion, and it has to treat each school as out of relation to all others. A clearly formed public opinion, however, on the subject of middle education cannot be said to exist. There is little more than a vague, though strong, feeling that while dead languages may be fine things for a clergyman or a man who has nothing to do, they are of no use to a man of business, and that to learn them is incompatible with learning what a man of business needs to know. A few years of a really good organization of grammar schools would, I believe, wholly remove this feeling, but the attainment of this organization according to the present order of things presupposes just that change or development of local opinion, which it alone can create. On the other hand, in many cases where local opinion is not clear or strong enough to move for itself, it would, if approached on the right side, gladly welcome authoritative suggestions from without. In towns I often heard it said that proposals for the improvement of middle education and the application to it of charitable or municipal funds, which would have small chance of success if they issued from a party—especially if from the "genteel" party—within the town, would probably be well received if they came from some board analogous to the Charity Commission. On the question, where the needful initiative might best be placed, it is not my business to dwell. The desirability of placing it, if possible, with the same body which has the supervision of the charities of the country, must occur to everyone acquainted with the educational resources which these charities furnish, and who has observed the *prestige* which the Charity Commission has already acquired in the provinces. An initiative, it is to be remembered, is nearly all that is wanted. Once let the high schools be

Want of initiative.

established, with adequate endowments and exhibitions of the two kinds suggested, and then for the other schools, if only endowment could be provided where it is lacking, a brief ordinance prescribing fees (with exemptions for merit), proper buildings, a real entrance examination, and openness to inspection, would be all that was wanted. The nature of the examinations for entrance and for exhibitions at the high school, and of that held by the inspector, would sufficiently determine the character of the teaching given in the lesser grammar schools. It would be a further question, when the grammar school system had been fairly put on its legs by the action of some central power, whether the direction of it should be left to the boards of trustees and governors as at present constituted, or whether county boards should be established. The institution of the latter would have some advantages. It might tend to bring the grammar schools into more systematic relations to the National and British schools, which, if the farmers can be induced to use the latter, would be very useful in the rural districts, as well as in the larger towns (see above p. 213). It might facilitate the establishment of middle schools in districts where grammar endowments were wanting, such as those already referred to (pp. 167 and 168) about Southam and Kineton on the eastern side of Warwickshire, and about Alcester and Henley-in-Arden on the western. It might also facilitate the transfer in whole or part of endowments for teaching grammar in villages to grammar schools in neighbouring towns. The position of Church Eaton and Bradley in relation to Stafford has been already described as rendering such transfer desirable. If the schools of Leicestershire and Northamptonshire were part of my present subject, stronger instances of the same kind might be found in the relation of Blakesley to Towcester, of Burton-Latimer to Kettering, of Clipstone to Market Harborough, of Barrow to Loughborough. In the case of grammar schools in villages the trustees, so far as I could learn, with some notable exceptions, take little active interest in their office. In one place that I visited, where a good village grammar school is within earshot of the squire's garden, he, being a trustee of the school, is in the habit of saying that he had far rather hear the sound of a dog-kennel in such close neighbourhood than that of a school.* This no doubt is an extreme case, but neither the squires nor the country clergy can be relied on to exert themselves much on behalf of schools which they don't make use of themselves, and which yet do not, like schools for the poor, excite either benevolence or church feeling. On the other hand, in towns, though there are cases of neglect like that at Newcastle, where the trustees have never met since many years ago they elected the present headmaster, yet generally (as at Atherstone, Wolverhampton, and Loughborough), the trustees being of a kind themselves to send boys to the grammar school, take a very useful interest in it. The great

Possible use of county boards.

Present interest of trustees.

* In the case referred to, the master of the school, who was a man to trust, told me that there were only three out of 13 trustees who did not positively oppose the progress of the school as a grammar school; two of these three were clergymen

danger in towns is lest, on the principle of co-optation, the trustees should come to represent merely a clique and a particular form of local opinion.* Where this is the case, however disinterested their management, they are sure to be met by a popular cry as soon as they propose a change. I can only account for the maintenance of the gratuitous system at Walsall by the fact that the trustees, representing merely the Conservative opinion of the town, are obnoxious to popular clamour, even when proposing that which from another quarter would be readily accepted. If county boards are established, I am persuaded that they will be useless for the reform of middle education, unless thoroughly representative of the general class interested in that education. The great obstacle to be dealt with is the notion that high education is only proper to the gentry. How far the gentry are likely to be earnest in attacking this notion I will not inquire, but an attack upon it from them, if made, would provoke suspicion. It can only be got rid of by an appeal from the right quarter to the self-respect of the class infected with it.

Evils of co-optation.

(5.) A further difficulty to the change proposed, so far as it involves inspection and something like an affiliation of the small schools to a high school, might be found in the attitude of some of the existing masters, who are virtually irremoveable and almost uncontrollable. Of inspection, some of the best masters would (for some time at least) be most jealous. It was not at the worst schools that I had most difficulty in getting leave to examine. Others, however, would welcome inspection, especially as the best means of removing the notion—which, once fixed in the commercial class, does not vanish till long after the ground of it has vanished—that arithmetic and English are neglected to make way for Latin and Greek. The resistance to the due operation of the high school would be most formidable if it proceeded from the master of the existing grammar school in the town where the high school might be established. At Warwick, I think, such resistance need not be apprehended. At Stafford or Newcastle it might, perhaps, be expected,† though not on the same ground in each place. If the high school were once in full operation, offering exhibitions tenable at the school, the affiliation of the smaller schools to it need be of no rigid kind. It would rest with the masters in each case to give reality to it by educating boys with a view to the examination for exhibitions. The trustees of the smaller schools might stimulate the process by establishing exhibitions to the high school out of their own funds, as these admitted of it. Many of the existing masters would readily enter into the plan of affiliation; others, chiefly those of older standing, still cling to the notion of educating boys for the university, even where no boy for many

Objection of masters to affiliation.

* In this regard the restriction of the trusteeship to members of the Church of England, where it exists (as at Walsall), may become practically mischievous. The fact that a proposal to exact fees at Walsall would undoubtedly be made an occasion by the Dissenters to press for the removal of the disabilities, to which they are now subject there, has increased the unwillingness of the governors to make the proposal.

† The Lichfield mastership is now vacant.

years has presented himself for the purpose. Where a school, like that at Atherstone, is producing boys who get scholarships at the universities, and at the same time educating all the boys in the town but those of the poor, it would be a pity to trench on its independence, if evidence could be given (which is now lacking) that English writing and arithmetic were duly attended to alongside of the classics.

Denominational difficulty.

(6.) The only other difficulty to be noticed is that which might arise as to the mixture in a high school of sons of Churchmen and sons of Dissenters. This difficulty would scarcely affect any but boarders. Practically, so far as I could learn, Dissenters scarcely ever object to the presence of their sons either at prayers according to the liturgy of the Church of England, or at religious lessons given by a clergyman, so long as they have their evenings and Sundays at home, and are not compelled to learn the catechism.* Even where, as at Walsall, the boys have to go to church on Sunday, the Dissenters, though disliking the rule, acquiesce, as is shown by the presence of sons of Dissenting ministers in the school. Where a boy, however, was wholly removed for the time from parental supervision, the feeling would in many cases be different. Even then several Dissenters, and ministers among them, told me that for the sake of the advantages offered by a high school, giving a cheap avenue to the universities, they would be disposed to send sons to it as boarders, though religious teaching might be given and worship held in it according to the principles and forms of the Established Church, so long as they were subject to no individual pressure in the interest of the Church, and were not expected to be confirmed. Others seemed to take a different view, and while they would object to the absence of definite doctrinal religious teaching, would equally object to submitting their sons to teaching according to the doctrines of the Church. The case of the latter might be met in some degree by facilities for weekly boarding. Many, however, would probably prefer a denominational school of their own, like that at Tettenhall, which, if adequately endowed, would serve every purpose.

Bad effect on middle education of denominationalism at the Universities.

There is another respect, however, in which the separation between Churchmen and Dissenters presents a very serious hindrance to the spread of high education among the class which lies outside the landed or capitalist gentry and the "three professions," over and above all educational defects which an improved organization of schools can remedy. There is lacking in this class the public sentiment in favour of the sort of learning which requires many years for its attainment. It is not from the

* Where a grammar-school is regulated by a recent scheme, the rights of Dissenters are generally protected by a conscience-clause. In the other cases within my experience, it did not appear that the religious teaching, being tempered by the discretion of the master, acted as a bar to Dissenters. There is a tendency now, however, in some places to put pressure on the master of the grammar-school in the direction of a more strict enforcement of Church of England teaching. I saw enough, especially in the county of Buckingham, to lead to the opinion that the protection of the Nonconformist conscience cannot safely be left to discretion, but needs to be systematic.

successful men of the class, as a rule, that any germination of this sentiment can yet be looked for. Only by a special grace can any one bred amid the keen interests, the obvious profits, the "quick returns" of prosperous commerce, be drawn into the devious and difficult paths which lead to the knowledge that is its own reward. Among men, however, not made to get on,—men whose heart is with their few books, or in the Lord's house, while they are behind the counter or at the clerk's desk;—among those, again, who, having the instinct for letters, yet spend their life in teaching arts not "ingenuous" to the children of commerce, and among the preachers who deal with the intellect of men of business at the intervals when it is open to other interests that those of the immediate present;—here the lacking sentiment already exists, and only needs an open path for its development and realization. This open path it has not found in time past, nor will it find in the future, whatever cheapening and widening of the avenue to the Universities may be achieved, unless that career of learning and teaching at the endowed Universities themselves, and in the endowed schools, which is now only open to Churchmen who have some command of money, be also open to poor men and Dissenters. Men of the kind described,—traders who do not love trade and whom trade does not love,—small schoolmasters and ministers in towns,—are always poor, and, at least as often as not, are Dissenters. For their sons poverty in any case must make access to Oxford and Cambridge, so long as the present artificial system of expense is maintained there, extremely difficult; and if they are Dissenters, the positions in which a man of learning who is not a popular book-maker can alone hope to provide for himself after taking a degree—I mean the fellowships and masterships of good schools—are as yet closed against them. Their intellectual aspiration is thus necessarily thwarted or crushed. Nor is the evil to be measured merely by the result to the individuals immediately suffering from it. It lowers the tone of the class of which these individuals have practically the chief spiritual direction. If an adequate prolongation of study were more possible to the men of whom the dissenting ministers and private school masters in towns are made, the men of business to whose wants they minister would more often conceive of such prolongation as possible for their sons. The class which now sends its hopeful youth to Oxford and Cambridge would not do so to the same extent, unless the clerical and scholastic professions were looked to as likely employments for the young men in after-life. But no well-to-do Dissenter ever contemplates the possibility of his son becoming a minister or a schoolmaster, mainly for the reason that exclusion from the old Universities has, in the case of Dissenters, deprived these callings of half their dignity. If this exclusion, along with that caused by the expense of the present College system, were got rid of, the Universities would gradually get hold of a new class of students, who, in turn, as schoolmasters or ministers, acting on the ideas of commercial men more intimately than the clergy of the Establishment can do, would raise their

respect for learned empoyments; while at the same time, and by the same process, these employments, as pursued by Dissenters, would become "better" in the ordinary sense, and thus be more often regarded by men of business as offering such a career to their more studious sons as may compensate for the continuance of their education to the age of 23. Meanwhile Oxford and Cambridge would gain by the multiplication of those students, from whom alone, as a rule, sustained study can be expected,—of those who pursue it as a definite preparation for employment as teachers or preachers. Without such an expansion of the Universities, the best organization of middle schools would be a body without a spirit.

Education of Girls.

Incompleteness of accessible information.

The information which I was able to obtain as to the education of girls was less complete than I could have desired. Out of 50 private schools for girls to which I sent the questions and schedules drawn up by the Commissioners, only six sent answers spontaneously. From 19 others, by means of personal application, I obtained a greater or less amount of information. In several cases, however, a personal application for information was repulsed with more or less severity, on the ground that the inquiries made by the Commissioners were "impertinent and inquisitorial." Of strictly private schools I was only able to examine nine. The principals of some few others might probably have consented to an examination if I had been able to call and spend an hour in negotiation, but I spent so much time, often fruitlessly, in this way as it was, that I was obliged to leave some dozen schools which I knew of unattempted. I examined, besides, the "Bath Row elementary school for girls" at Birmingham—the only one of the branch schools on King Edward's foundation that seemed to come within the limits of inquiry prescribed to me, and also that part of Miss Selwyn's establishment at Sandwall Hall which falls within the same limits.

Grades of school in respect of terms.

In respect of terms charged for boarders, the schools from which I obtained information might be divided into four classes: (*a*) In the lower, the charge for "board and instruction in English, "grammar, history, geography, writing and arithmetic," would be from 18 to 20 guineas a year; French, music, singing and drawing would be charged for as extras at the rate of 4*l.* 4*s.* a year each. At such schools most of the elder pupils would be learning either French or music, but few learn more than one extra subject at any one time. (*b*) In the next grade, the regular charge would be 25 guineas with the same extras at the same rate. In this grade rather more would learn extra subjects. In both the above grades, "plain and ornamental needle work" would often be an item in the advertisement, as included in the regular charge, and music would be much more often learnt as an extra than French.* (*c*) Next come schools of which the cost, including extras which the

* In these schools washing would generally be charged as an extra at the rate of 3*l.* a year.

pupils learn as a matter of course, would be from 45 to 50 guineas. (*d*) Finally comes a class of school in which the lowest charge practically (including extras uniformly learnt) would be 60 guineas a year, while most would pay 70*l.* or 80*l.** At Leamington are one or two schools where the terms are higher still, but nowhere else (I think) within the counties of Stafford and Warwick.

Where day pupils are taken in schools of the grades (*a*) and (*b*) the regular charge would be from four to six guineas, with extras at the same rate as for the boarders. In schools of grade (*c*) day pupils, learning extra subjects which all do learn, would pay on an average from 12 to 16 guineas a year. In schools of grade (*d*) day pupils are seldom taken at all; where they are taken, the minimum payment practically would be 20 guineas a year. The additional charge for day boarding (*i.e.* dining) would vary from 4*l.* 4*s.* a year in the two lower grades to 8*l.* 8*s.* in the highest.

Small number of girls to be found at middle schools.

A great difficulty in the way of obtaining precise information as to the education of girls of the middle class arises from the small numbers to be found in schools of any size or notoriety. At Walsall, for instance, with a population now above 40,000, I could only ascertain the existence of two "establishments for young ladies," and these had only 37 day pupils between them. In the same town the number of boys at discoverable middle schools is unusually small, but it is 150. One naturally asks, Where are the sisters of these boys educated? To this question I can give no satisfactory answer. It arises in all towns, except in those watering-places that are special nests of schools for girls. In Wolverhampton I obtained information from four schools for girls, which had 70 day pupils between them. I could only hear of the existence of two others, which were certainly not larger, and would not have more than 30 day pupils between them. In the immediate neighbourhood were middle schools with about 250 boys. The same contrast obtained at Birmingham, though I could not state it in such precise terms. The explanation is not to be found in the use of boarding schools, for there would only be a few genteel families in the places in question which would send their daughters to distant boarding schools, while in those of the neighbourhood the number of boarders was relatively as small as that of day pupils. It is to be found partly, I believe, in the use of very small schools which do not obtain any general recognition in the towns where they exist. Many ladies appear in the Directory as keeping schools of whom I could hear nothing in any other way, and in traversing the streets of Birmingham I often observed a notice up, generally over a small shop, of a school for girls, not mentioned even in the Directory. It is common, I believe, for a widow, or the wife of a shopkeeper in needy circumstances, or any woman who wishes to help herself, to set up a school to which come half-a-dozen daughters of tradesmen living hard by. The brothers of these girls would probably go as day-boys either to a

Examples.

Where are the rest?

* At Birmingham I am only aware of two schools of grade (*d*), both taking day scholars as well as boarders, but not having more than 60 of both sorts between them. In the counties of Stafford and Warwick I only discovered one other school of this grade, except those at Leamington, where are several such.

grammar school or to a commercial school of some size, charging 4*l.* a year. In other cases probably the mother herself teaches her daughters the little (besides sewing) that they need to know, or an elder sister is sent to school for a time and afterwards attends to the education of the younger ones. The employment of a governess (common among the more wealthy farmers) is not, any more than that of a visiting teacher, common among the tradesmen of towns. Whatever the true account of the matter may be, the fact certainly is that not a sixth part of the girls above the class supposed to attend National and British schools, and of the recognised age for education, are to be found in local schools of any size or general estimation.

Education with girls not necessary for getting on.

It is to be remembered that while boys of the commercial class cannot get on in life unless they are able at least to write, spell, and do accounts quickly and well, it is not generally so with their sisters. For the latter the recognized way of getting on is to marry, and I do not suppose that this provision for after-life is, as a general rule, obtained less quickly or successfully for lack of completeness in elementary knowledge. Thus in the schools of grades (*a*) and (*b*) the uniform complaint of the principals was that sound elementary knowledge was not cared for either by the pupils or their parents; that what they did care for was music; that considering the time spent on this it was very difficult to teach anything else thoroughly to girls who (as is commonly the case) first come to school at the age of 12, having had no real education at home, and will only stay three years. This statement I found to correspond with my own observation in the few schools of the kind in question which I was allowed to examine. In none of them was the arithmetic good for anything, or was there any intelligence of English grammar, history, or geography. On the other hand, the writing from dictation, so long only as obvious words occurred, was rather better than in corresponding private schools for boys, the explanation doubtless being that to write a correct letter in a pointed hand on an ordinary topic is an accomplishment of recognized importance to the girls by whom schools of this kind are frequented.

Demand for music.

In most of these schools music, though charged as an extra, is learnt by nearly three-fourths of the pupils, at one time or another by nearly all, and takes up at least a quarter of the school-time. French, meanwhile, is learnt by very few, and by these, as the teachers confessed, seldom long enough to be known.

Two classes of girls who have a pecuniary interest in education.

There are girls, however, who suffer definitely in regard to their prospects from these defects in elementary teaching. Such are those who will seek employment in shops, and those (whose case is far worse) who will have themselves to live by teaching. Of the former, in such a town as Birmingham, there are considerable numbers, but they are not, I think, generally in a position to use even the cheapest of the schools that I am speaking of. In only one such school did I hear of arithmetical knowledge being in practical demand, and there it was in demand not so much for the use of spinsters in shops, as for the use of the wives and daughters of men engaged in the jewelry business, or in some of the other Birmingham crafts pursued by small masters, who often get no

help from outside their own families. The young women employed in shops are of the class which hovers between the National school and the cheap "young ladies' school," but I suspect they more often use the former. For them such institutions as the elementary schools for girls on King Edward's foundation at Birmingham are eminently useful, and they are even more so for those who are destined themselves to become teachers, whose general want of adequate training is the most striking and most easily remediable evil that came under my notice in the matter of the education of women.

Training of teachers.

At present the persons engaged in the conduct of private schools for girls are of three kinds: (1.) ladies not trained to the business, who have taken to it under the pressure of circumstances not anticipated in youth, which require them to earn their own living; (2.) ladies who have been trained to the work, but in the way of serving as "articled pupils" in schools; (3.) the native French and German teachers. The principals of schools are generally of the first kind, the English teachers of the second. The latter, I fear, seldom save even the amount of money necessary to start a school of their own. For a girl who in early life has the prospect before her of earning her own bread, and proposes to do so as a teacher, there is generally no other mode of qualifying herself available than that of being apprenticed in a school.

Apprenticing system.

According to common usage she would be articled at the age of 14 or 15, and after three years would seek a situation either as governess in a family or assistant in a school. The "articled pupil" when she begins her apprenticeship can hardly help being ignorant. Her best chance has probably been to attend a good National school, but this (as the daughter of a respectable farmer or tradesman who has not succeeded or has died early) she may on social grounds have been unwilling to do. During her apprenticeship she has little chance of improving herself. She is used as the drudge of the school, and has her time wholly taken up with minding the little girls and teaching them to write and spell. As the mistress is probably not herself regularly trained and maintains no good system in the school (I am speaking of schools of grades *a* and *b*) the apprentice has no chance of learning anything by example. When her time is up she is glad of a salary of 15*l.* or 20*l.* a year, which she earns in carrying on the hopeless system to which she has been bred at another similar school, or in preparing a farmer's daughter to be sent ignorant to a boarding school at the age of 14.

Its results.

The evil thus perpetuates itself. An unmethodical system requires a large number of teachers, and any quantity of unmethodical teachers are to be had. The principals having this supply at command, do not insist on higher terms from parents, nor will the latter (though in the towns I have mentioned they could well afford it) pay at a higher rate for their daughters at schools while they can get governesses for them at home so cheaply. So the system of wasteful cheapness is maintained, and the self-acting process of supply and demand has no power to change it. Schools that now charge 20*l.* may come to charge

40*l.* and to employ a native French teacher instead of an English drudge, but others will take their place at the lower rate and do the old work. Meanwhile the poor girls who want training as teachers will be no more able to get into the better schools than they are at present, and those that alone are open to them will have become even more unmixedly bad than they are at present.

The education of boys in England has only been saved from the abyss of triviality and vulgarity by the application, however clumsy, of endowments. In other countries the same purpose has been served, perhaps better, by appropriations from the revenues of the state. For girls the same salvation can only be obtained in the same way. In their case, however, a much smaller sum would suffice than in that of boys, partly from the nature of the case, partly because, the application being made "de novo," there would be no vested interests to take account of. What is wanted is the establishment on the outskirts of every considerable town of a school which should do for girls what a well organized grammar school does for boys; that is, one which should take day-pupils at the rate of about 4*l.* a year and should be able, in virtue of endowment, subscriptions, or Government grant, to give them a sound training in English and arithmetic, in at least one modern language, and either in music or drawing, at the same terms for which a nominal training in English and arithmetic with a power of fingering a piano is now imparted in the schools of grades (*a*) and (*b*). Such a school of course would not attract the sort of girls who are now sent to boarding schools at Brighton or Kensington, but it might attract the best of those who now go to the cheap private schools, as well as the daughters of the poorer professional men, who have now often much difficulty in obtaining suitable education. It would not do its work fully unless it took a certain number of girls free. Only thus would it enable those whom early poverty compels to contemplate the employment of teachers from the beginning, to exempt themselves from the "articled pupil" system, and stay at school till the age of 18.

Grammar schools for girls wanted.

An instance of what may be achieved in the way of English education for girls by the good organization, which an endowment makes it possible to maintain, is afforded by the "Bath Row Elementary School" at Birmingham. The elementary schools on King Edward's foundation for girls, as for boys, have not hitherto generally attempted an education superior in kind to that given in a National school. In the one mentioned, however, I found an upper class of 25 girls, who had reached a distinctly higher level. In what is ordinarily understood by "English education" they were, for their age, better than the best in the "boarding schools for young ladies" that I examined, and they had a sound elemenmentary knowledge of French besides. In arithmetic they were simply perfect. In less than an hour I saw them do 18 sums in fractions, practice, interest, proportion, decimals, and duodecimals; most of them got all the sums right, and the rest had very few mistakes. They did very well in the "analysis" of the first

Beneficence of "Bath Row School" at Birmingham.

book of the Paradise Lost and would bear pressing in it. The outline of English history they knew thoroughly, and of the other history they were not ignorant: some of them could tell me me a good deal, for instance, about the 30 years' war. They answered as well as could be wished in geography; French they had not begun long, and had learnt quite as a supplementary thing. But most of them could translate Voltaire's Charles XII. correctly, and they had a sound knowledge of the grammar. Mr. Evans, the head-master of King Edward's school, to whom, as well as to the mistresses of the Bath Row school, much credit is due for the high standard attained, was making some arrangement when I was there to secure a weekly lesson, chiefly in pronunciation, for these girls from the French master of the grammar school. The best in the class were the five monitors,* all of whom, I understood, intended to take to teaching as a profession. To qualify themselves better for this, some of them had taken evening lessons in drawing at the School of Art;† some also had learnt music out of school; neither music nor drawing being taught in the school. Except the monitors, none of them were over 14, and unless they became monitors and intended permanently to take to teaching, it was not expected that any would stay much beyond this age. There were several under 14 who, if they would continue their education another three years, would become (so far as one could anticipate) as well qualified for teachers as possible. The lady who chiefly taught them, and certainly taught them admirably, had herself been bred in the school. The cost of teaching power for the whole school is only about 200*l.* a year, and more than half of this must be reckoned as spent on the elementary teaching of the girls (more than 100) below the upper 25. In an ordinary private school of grade (*a*) or (*b*) 200*l.* a year would be the cost of educating 25 "young ladies."† That is, while for the given sum in these latter schools 25 girls all learn "English" and arithmetic badly, most of them music badly, and a few French badly, in the Bath Row school the same number all learn "English" and arithmetic well, most learn French well, and a few drawing well, while at the same time 100 others learn well to read, write, sum, and sew.

Account of it.

This result is admirable as far as it goes, and the governors of King Edward's school could not, I conceive, find a better application for their growing income than to the purpose of extending to more girls, and those of a somewhat higher rank socially, the benefits now enjoyed by the 25 that I have described. The manners of these (so far as I could presume to judge) were perfectly ladylike, but they were of comparatively humble origin, being mostly daughters of small tradesmen or superior artisans,

What else is wanted at Birmingham.

* These earn a small salary.

† In such a school the charge for day pupils in English would be four guineas a year, and on an average—at least in grade (*b*)—each girl would learn one extra at the same charge.

‡ To enable them to do this, a payment is made to the School of Art out of the income of the charity.

and might be objected to by the principals of the higher grades of boarding school (who perhaps affect hyper-criticism in the matter) as not "presentable." A "grammar school" for girls of the kind described above would supply the deficiency. At Birmingham it might be maintained at a really high level. King Edward's school and the School of Art would furnish it with excellent visiting masters for modern languages and drawing, and the former, if certain changes that I have ventured to suggest (pp. 132 and 140) were adopted, might further supply lectures on history, literature, and science. Charging 4*l.* or 6*l.* a year, without extras, for ordinary pupils, it might take the best girls from the elementary schools free, or with exhibitions which should represent what the older pupils now earn as monitors. These elementary schools should, if possible, all be raised to the level of that in Bath Row. In the case of that in the Parade, there should be no difficulty about this. With the other two, situate in what are reckoned low parts of the town, the case might be somewhat different. Meanwhile, as I have already suggested (pp. 109 & 117), the establishment of new ones, further from the centre of the town would be most desirable.

Of the practicability of establishing for girls such a high school with feeders, considering the resources at the command, or soon to be at the command, of the governors of King Edward's school, there can be no doubt. A consideration (1) of the felt demand for it; (2) of the possibility of similar or affiliated schools being set up elsewhere; (3) of its probable results, especially if its operation were thus extended, will bring together the few further observations I have to make on this part of my subject. The whole question is so new, not only to the general public but to those engaged in the education of girls, so far as it was my fortune to meet them, that few precise facts or ascertainable opinions can be recorded upon it.

Felt demand for such schools:

by girls meant to teach;

(1.) In the demand, *as felt*, the first element to be noticed is the difficulty experienced by girls, who mean to be become teachers, in qualifying themselves for situations that yield decent salaries. On the unfortunate position of such girls I have already said enough. Like other ill-used classes they have probably no general conception of the way out of their troubles, but the more clever and ambitious of them distinctly desire better training and means of getting on. This is shown at Birmingham by the large attendance of girls, mostly of this sort, at the evening lessons in modern languages (and even, to a less extent, in English history and literature) given at the Midland Institute. What the Midland Institute does more or less accidentally and exceptionally, a high school would do systematically and generally.

by principals of schools;

The next element is the present difficulty experienced by the principals of private schools in obtaining satisfactory English teachers, though the standard of satisfaction is not high. As to this difficulty, I found (with, I think, one exception) uniform testimony. For a vacant English teachership, I was told, many applications were generally received from persons who could not even spell. These of course, would often be women unexpectedly thrown on their own

resources, and for neither the distress nor the incompetence of such can any remedy be devised. It is to be remembered too that the badness of the applicants is partly due to the smallness of the salaries, which again is due to the combination of a system, that requires a ridiculous number of teachers for a given number of pupils, with stinginess as regards payment for education on the part of commercial parents. The relation, however, of the badness of the teachers to the scantiness of their pay, and of this scantiness to the combination mentioned, is not one of consequent and antecedent, but of reciprocal action. The better training of the teachers is a coordinate though not the sole condition of the improvement of their position. As it is, besides the unhappy apprentices grown into journey-women, whose lot I have described, the only English teachers who have learnt their business are those from the Government training colleges, and those trained at Scotch institutions. The former are complained of by the principals—I know not with what justice—as defective in manners. The latter were certainly the best that I met with or heard of. The complaint of the principals about them is that they are too much used to teaching or being taught in large classes—a complaint which I take to indicate that they have better notions of organization than the principals themselves.

among commercial class;

Among the commercial classes, so far as I could see and hear, the demand for a sounder education than is now to be had for girls is not yet of a pronounced and definite kind. If it were, there would be less need than there is for the application to the purpose of endowments or public money. In regard to girls even more than to boys it is true that the supply of education must precede and create a general demand. With the people in question, marriage, as a rule, is early, and not more is expected of a wife, I think, than that she should be able to write a correct note, to keep simple accounts, and to display some "accomplishment" at an evening party. It is not yet a recognized idea that she should be able in any stage or degree to direct the intellectual education of her children.* At Birmingham, however, I found several men of business strongly impressed with the need of improvement, and I believe that if the governors of the Grammar School cared to invite subscriptions in aid of a grant from endowment for the promotion on any well-considered plan of the middle or higher education of girls, they might easily get them. From a single person that I know of a considerable sum might be expected. Those, however, who most strongly feel the practical need of an education for their daughters at once cheap and good are the poorer professional men, especially the ministers of religion. The sons of a poor clergyman have at least a good chance of obtaining as high an education as those of the rich and noble, but it is not so with the daughters. If their parents are at leisure, they may learn much in the best way from them, but a clergyman in a large town has presumably

among professional men.

* On the bearing of this upon the condition of grammar schools see above, pp. 159 and 169.

no leisure, and his wife very little. It is mainly to meet this want, and to do so after a more liberal method than is supposed to obtain at professed "Clergy Daughters' Schools," that Miss Selwyn has engrafted a school for girls of the middle rank on her establishment at Sandwell Hall. This school is very useful in its way, but is necessarily on a limited scale, involves no guarantee of permanence, and does not tend, as the institution suggested would, spontaneously to propagate its influence. On the whole, there can be no doubt that a High School for girls at Birmingham, well placed, would at once find in the daughters of a large class of professional men, a constituency of the most promising kind. The objections that would be felt to its use would rest on its want of selectness, on the approach to it through a greater or less length of busy streets, and on the strictness of the system which it ought to maintain. The mixture of classes in it would be a fatal objection to those by whom good manners are at once greatly prized and have to be learnt. Those, however, who set less store by them, or with whom they are natural or hereditary, would not feel the difficulty, for if good manners were not acquired in the High School, they certainly need not be lost in it. On the system that I have suggested, it would be practically much more select than the grammar school now is, and those would not object to use it for their daughters who now do not object to use the grammar school or the proprietary school for their sons. The difficulties of approach to it could not be thoroughly overcome, If situate at Edgbaston, however, near the Five Ways, it would be easily available as a day school for two-thirds of those for whose use it would be intended, and for most of the others if facilities were given for day-boarding, as seemed generally to be the case in the private schools of the same neighbourhood. It is to be remembered that, if a proper affiliation of elementary schools to it were established, it would not receive its pupils till the age of 14. For the present, strictness of system would prevent the popularity of the school with a large class of parents. From all the principals of schools for girls with whom I conversed I heard the complaint that they were obliged to take pupils of all ages and all degrees of ignorance, and to make all kinds of exceptions as to subjects and hours of instruction. It is their impotence to resist the weakness of pupils and parents in these matters that calls for the establishment of a school, independent because endowed, which in time would raise the conception of education in the commercial class to a level where regularity of system would be appreciated.

Difficulties.

Means of establishing grammar schools for girls.

(2) The means for establishing such a high school at Birmingham are certainly of a kind that do not exist at present in any other place with which I became acquainted. The necessary conditions are (*a*) the command of a certain amount of money, whether from endowment or any other source, over and above the payment received from pupils. (*b*) Such supervision from without, as will prevent the sacrifice of educational order to parental laxity, (*c*) a supply of trained teachers having some conception of

organization and of a general public system. The conditions (*a*) and (*b*) are not likely to be at present fulfilled, but if High Schools for boys were established, as I have elsewhere suggested, a considerable step would be taken towards their fulfilment. It might then be possible, without endowment, to establish corresponding schools for girls, which should have some share in the teaching power of the High Schools, and be under the supervision of their head masters. Let us suppose such a school to have 40 pupils, paying 6*l.* a year, and eight others free. If occasional but regular lessons were given in history, arithmetic, and modern languages, by the masters of the High School for boys,* and if the pupils were all above 14, and sifted by an entrance examination, I believe that two qualified teachers would be enough to conduct the ordinary lessons in English, French, and German of 48 girls. Supposing a residence to be provided, 240*l.* a year (150*l.* and 90*l.*) would afford sufficient payment forthe teachers. Music and drawing would have to be extras, but where there is a School of Art drawing may be taught cheaply,† and a master in music might be shared by girls and boys at a rate which would not add much to the expenses of the former. Meanwhile, the direction of the head master of the High School, and occasional examination by him, might secure the general organization and the maintenance of the severer studies. It has been the supervision of the head master of the grammar school at Birmingham over the elementary schools that, in default of other inspection, has kept these up to the mark.‡

Number of teachers needed.

On this plan the High School for girls, if once a building with residences were provided, would be self-supporting, except so far as it received lessons from the masters of the school for boys. The most obvious objection to the plan is that two ordinary teachers would not be enough for 48 girls. At present, in schools where French and music are generally learnt, the principals reckon that one teacher is wanted to every seven girls. This, in fact, in schools above grade (*a*) is about the number actually in use, and nothing is more certain than that, so long as the quantity of teachers is so great, the quality, except in the most expensive schools, must be bad. The present requirement of such a number is due, so far as I could ascertain, to the variety of age and attainment in the pupils, to the number of subjects of which some teaching has to be squeezed into a very short period, to the arbitrary exceptions allowed, and to the way in which music is taught. It is common in a school of 25 girls to find the ages varying from 8 to 17. Perhaps half of these will be girls who come about the

Wastefulness of present system.

* In two or three of the private schools for girls at Birmingham arithmetic is taught (according to private agreement) by a master from the Grammar School. In the only one of these that I examined the arithmetic was exceptionally good. In another I noticed the good result of German having been taught by a master from the Grammar School, and in another that of French having been taught by a master from the Proprietary School.

† The School of Art at Stoke might be useful to a school for girls, attached to that for boys which I have proposed at Newcastle-under Lyne. The School of Art at Wolverhampton has been shut up. The only other one in my district (except that at Birmingham) is at Coventry.

‡ See Note C.

age of 9 and stay till 12, going on to some other school; and the other half girls who come about 13 and stay till 16. Of the latter many come very ignorant, while those who have learnt something have not learnt it according to the mode in use in the school to which they come. Some know a little French, but are very backward in "English;" others are pretty good in arithmetic, but know no French. The effect of this diversity is aggravated by the number of subjects attempted. "English," Latin, and a little Euclid are as much as can be taught with effect to ordinary boys who leave grammar schools at 16, but while the strictly intellectual studies of girls in a corresponding position are as various and (if really pursued) as difficult, a minimum of six hours a week—an average of 9 hours—has to be found in addition for music. These hours are spent in "practising" on the piano, and as the best supplied establishments have only one piano to half-a-dozen girls, the music lessons have to be taken in detachments. It follows that the school time must be broken into half-hours, and the natural classes into minute sub-divisions, in order to keep the pianos at work and yet not overcrowded.* If to this general confusion be added a general want of real training on the part of the teachers, which enslaves them to bad manuals and makes them incapable of teaching a class instead of hearing lessons, there will be enough to account for a system so wasteful of teaching power as that now in vogue.

Reasons for it.

From the weaknesses on which this system depends the proposed High School should be able to save itself. It would have to fix a uniform age of admission, and establish an entrance examination. This, to begin with, would do much to simplify classification. Then it would have to fix a definite course of instruction, not too full, and refuse to allow exceptions. Out of the musical difficulty I confess that I cannot suggest a way of escape, but a practical teacher, trained to organization, would doubtless soon find one. In this, as in other respects, the effectiveness of the scheme would depend on the fulfilment of condition (*c*), as stated above, and this for the district in question might be achieved at once by such an institution as King Edward's Charity at Birmingham has the means of establishing.

Effect of proposed schools on others.

As the great High School for girls at Birmingham, if it existed, would facilitate the establishment of others by supplying trained teachers, so if once High Schools generally were set on foot, some kind of adjustment, if not affiliation, of private schools to them would gradually come about through the infiltration into the latter of teachers bred in the High Schools, and in the notions of system and public responsibility which they would foster. The usual absence of any such notions at present among those who have the charge of private schools for girls is most notable and distressing. This appears specially in their horror of examinations. Only five mistresses, of those that I communicated with, pro-

* The school at which I found the best general education was a small one for daughters of Friends, at which no music was taught. I understood, however, that even among Friends the demand for instruction in music was becoming general.

nounced in favour of an independent examination of their schools. The rest on various grounds were against it, as, I presume, were those who refused to hold any communication with me. The grounds alleged were sometimes that responsibility was owed only to the parents of the pupils in the school, sometimes that an examination would be no test of the real proficiency of the pupils. Sometimes a plain confession was made that, while owing to the ignorance of the pupils, to the shortness of their stay at school and the number of subjects to be taught, very little was really learnt, a public report to that effect would be very damaging. It was evident that most of the principals had no conception of what a system of examination by recognized authorities would be like, but were fearful of any test of the existing routine, while others were conscious of being victimized by a state of things which they were powerless to change. The extension of the "local examinations" by the universities to girls will probably be productive of much good, as at once enabling competent assistant-teachers to distinguish themselves from incompetent,* bringing home the idea of public recognition to the principals, and enabling the best of these to take a higher tone with parents. The principal of a sound and honest school at Wolverhampton told me that when it was announced that the University of Cambridge would hold an examination there she tried to form a class especially to prepare for it, but that her day pupils, their parents being careless and indulgent, would not stand the necessary pressure. This is but one symptom of a general slackness of domestic interest in education, which, mischievous enough in the case of boys, is unqualified in the case of girls by any practical necessity of mental effort, and sanctioned by the doctrine that competition in learning is bad for them, a doctrine which the good people who hold it would, perhaps, modify if they remembered that competition in learning is practically the only set-off to competition in frivolities. It will be but slowly and partially that the "local examinations"—which, it must be borne in mind, as yet furnish the only intellectual decoration open to school-girls—will tell upon the present slackness, but in some degree they undoubtedly will do so, and just so far will enable the better schoolmistresses to be more exacting in their system. But for the purpose both of supplying teachers with the will and faculty to be thus exacting, and of enabling them to give effect to their will and faculty, the institution of endowed high schools, carrying *prestige* and maintaining a standard which the private schools with or without their good-will would have to emulate, would be far more powerful.

On opinion of parents.

"Local examinations."

(3.) The good results to be expected from the realization of the scheme here shadowed forth have been mostly stated by anticipation in the review of present needs. It would operate both directly and by example. The High School, paying its own teachers liberally and teaching its own pupils thoroughly, would raise the

* They might do this in the "examination for seniors," which, if the limit of age were the same as in that for boys, would catch them just at the age when they generally begin to serve as teachers.

general conception of what payment and teaching should be. At the same time it would supply a race of qualified teachers who would at once improve the style of education in the private schools and raise the rate of remuneration without additional cost to the parents, by showing practically that on a good system girls can be better taught with fewer hands than at present. It would further gradually create that higher public sentiment with regard to the intellectual training of women, which in turn would enable it to enlarge its operation in ways not yet distinctly visible. Its influence would be first felt in the education of girls, for whom the schools of grade (*d*) are too expensive. But those who resort to the more costly schools would gradually feel its benefit in the improvement of their teachers. In the only schools of this kind that I was allowed to examine the education in many respects seemed very satisfactory. Among the older pupils in them I found some real intelligence of English authors and of the principles of correct expression in English, and in particular some real knowledge of history, which made the absence of such intelligence and knowledge in the cheaper schools the more painful,* for it appeared that only those born to education had a chance of obtaining it. The chief defect that struck me (apart from general badness of arithmetic, which in girls born in a certain amount of wealth is perhaps inevitable) was the looseness of the way in which they translated French. To any one drilled in grammatical accuracy according to the received methods of classical schools this was very vexatious, and would seem to destroy the educational value of the study. It is due, I think, to the fact that French is learnt to a great extent conversationally, and from foreign teachers whose knowledge of English is not very precise. Thus girls who can speak French fluently and give a free paraphrase in English of a passage from a French book are not able to analyse an involved construction or give its exact equivalent in English. The teaching of modern languages by persons who had themselves been trained, as they might be in a High School, under a real scholar, would probably tend to remedy this defect. A thoroughly educated foreigner having a scholar-like knowledge of English (such a one as a High School for girls at Birmingham might have at command) can no doubt teach his own language better than any one else; but where instruction from such a master cannot be obtained, or only obtained at intervals, I believe that for educational purposes, both to boys and girls, modern languages may best be taught by a properly-taught Englishman or Englishwoman. That the teaching of "English" or

Effect on more expensive schools.

Faults in best of these.

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* I noticed no essential difference in these respects between schools of grades (*c*) and (*d*), but a marked one between the two more expensive grades on the one hand and the two cheaper ones on the other.

The small extent to which German was learnt surprised me. Even in schools of grade (*d*), and among the older pupils it was only learnt exceptionally, and by those who did learn it not at all thoroughly. Below grade (*c*) it is not learnt at all. In one school of grade (*c*) I found two pupils who knew more of it than any that I found elsewhere.

Latin on the one hand and of modern languages on the other to the same set of boys or girls should be wholly in different hands is itself a great evil.

The principals of several schools of grade (*d*) objected to any examination of their pupils being made. They did so often explicitly on the ground that owing to the indifference to real education on the part both of the pupils and the parents, and to the time absorbed by "accomplishments," it was impossible to produce a satisfactory result. It cannot be too strongly urged that so long as girls are sent to school for three years at the age of 14 without having previously received any solid education or having been ever accustomed or expected to make any intellectual effort, and then give 12 hours a week to music and singing,* neither real knowledge nor the faculty of obtaining it can be imparted. This is now the common case. For its remedy not so much sounder teaching as a sounder opinion is needed. That girls should learn to play and sing, and still more to draw, is most desirable, but at present they learn these things, in deference to a false conventionality, as a matter of course, without reference to individual capacity and (so I was assured by the teachers themselves) in the most superficial way.† With a healthier sentiment among parents on such subjects and a better educational system a higher æsthetic result might, it is to be hoped, be obtained at a less cost of time. State of most of them, and its causes.

I have the honour to be,
My Lords and Gentlemen,
Your obedient servant,
T. H. GREEN.

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* The inroad on other studies which this implies is not to be measured merely by the actual time lost. The music-lesson, constantly coming as an interruption to other lessons, keeps the pupil in constant distraction.

† I was told (1) that the music of the great masters was very little practised; (2) that the teaching of drawing-masters from the Schools of Art was very unpopular with girls, and little used, because they spent much time on the elements, particularly on geometrical drawing, and did not quickly help the pupil to make up showy sketches.

APPENDIX.

NOTE A., p. 110.

The statement that "with the present low standard of middle education, 6 in 1,000 is a fair proportion to expect to be in attendance at middle schools," is the result of questions put to those most likely to know, wherever I went, as to the number to be expected at a good grammar school, if such existed. By those who might be expected to be at middle schools I mean those whose parents would be definitely above sending them to a National school, and would *not* be definitely above sending them to a good local grammar school, if such existed. In the estimate, however, of those in attendance at middle schools in Birmingham I have included the boys at the elementary schools on King Edward's foundation, whose parents for the most part would not be definitely above sending them to a national school. As a matter of fact the brothers and sisters of boys at these elementary schools are constantly sent to National or British schools.

Excluding for the present the class of boys resorting to the "elementary schools," there is some statistical ground for saying that at Birmingham six boys to every 1,000 inhabitants should be at the grammar school or some corresponding school. According to a return from the Poor Law Board, presented to Parliament in March 1861, it appears that the number of male persons in Birmingham who were charged to any of the assessed taxes or to the income tax under schedule (B.) and (D.) respectively for the year 1859–60, and who also were assessed to the poors' rate upon a gross rental of 20*l.* and upwards, was 5,456. These persons were presumably householders, and of a position in life to be above the use of a national school. To them must be added widows of the same rank in life, who may be fairly taken as raising the number to 6,090. It appears further from the census of 1861 that there was at Birmingham about one boy over the age of 9 and under 16 to every three houses. Thus for the 6,090 householders of the rank specified there should be 2,030 boys of the age specified. At the time the return was made the population of the borough of Birmingham was probably 290,000. Supposing all the 2,030 boys to be of a kind to go to a "middle school" in the place, that would give 7 to the 1,000. A deduction, however, should be made for those who, under any circumstances, would be sent to a boarding school away from home.

I have some doubts about the above estimate. In the first place I cannot make out for certain whether the parliamentary returns gives the numbers for the *borough* or for the *parish* of Birmingham—a question which seriously affects the proportion; secondly, the number of male persons in Birmingham according to the return charged to assessed taxes or income tax under schedules (B.) and (D.), but not "occupiers of tenements rated to poors rate" at all is 4,356, a number quite out of proportion to that which is returned in other cases.

Taking the above return as a test on the principles stated, the boys at middle schools at Lichfield should be 10, at Stafford 10, at Stoke 4, at Walsall 5, at Wolverhampton 4½, at Coventry 5½, to the 1,000, *without allowance for widows.*

It is obvious, however, that the standard here taken overleaps a large number, especially in the populous towns, who might be drawn to middle schools. This number might be ascertained roughly by a return of the number of houses rented at over 15*l.* a year, but such a return I do not possess. In Birmingham, however, the number may be learnt proximately from the Government electoral returns of last year. The number of male occupiers in the borough of Birmingham at 10*l.* and upwards is given as 19,062. It appears incidentally that in the *parish* of Birmingham 3,252 *voters* were occupiers of tenements from 10*l.* to 15*l.* gross estimated rental. Nothing is said about Aston or Edgbaston, but supposing the proportion to be the same there, and making allowance for the difference between 10*l.* occupiers and voters, there should be

about 13,000 male occupiers above 15*l.* rental. To these, without taking account of sons of widows, there should be 4,500 boys between 9 and 16. To take the age from 7 to 14 would make little difference. Supposing the population of the borough of Birmingham to have been 330,000 in 1866, this would give a proportion of more than 13½ to the 1,000 for those who might be at the grammar school or its feeders.

NOTE B., p. 213.

On this question I have only to say (a) that the only case I have met with where boys were transferred systematically from the National or British school to a grammar school was that of the Bridge Trust School at Handsworth. There a certain number are every year admitted freely by competition from the schools for the poor. The trustees fix the number at their discretion, so long as there be not more than 30 such boys in the school at any one time. When I was there, the practice had been to admit two free boys in this way each year. The master considered that he could fitly absorb about one such boy to every 20. (b) That in other cases where boys had been transferred from a national school to a grammar school, the experiment did not seem to have succeeded very well. The reason for its failure was generally the same as that for which a transfer from the lower to the upper department of a grammar school is generally a failure (see p. 100). It had been made too late. The system of the grammar school supposes that an average boy at 13 or 14 knows some Latin but is still imperfect in arithmetic; the advanced boy from the national school, on the other hand, at that age (which is the age at which he generally makes the transfer in question) is perfect in arithmetic but knows no Latin; in consequence he cannot adjust himself to the system of the grammar school and gains little from it. If the grammar school maintained a severe entrance examination for all boys in elementary knowledge, through which the best boys from the national school under a certain age might gain free admission to it, the case would be different. These latter would be caught younger, while the ordinary boys at the grammar school would get their arithmetic over at an earlier age.

NOTE C., p. 247. (Education of Girls.)

At Loughborough an upper school for girls has been established on Burton's foundation according to the scheme of 1849 (clauses 26 and ff). The fee paid in it is 15*s.* a quarter. The instruction in it by the scheme is to consist of "reading, writing, arithmetic, English grammar, geography, biography, "history, singing, and needle-work, and such other branches of education as "the trustees, with the advice and assistance of the head-mistress shall "direct." Every girl also is to learn "to mend and make up her own "clothes." This school, it must be confessed, has not been a success. As it was not in my special district, and my time at Loughborough was limited, I made no minute inquiry about it, but I understood that, while it was very well conducted, the number of girls in it had within a few years declined from 50 to 18. The reasons assigned for this were (1) that parents who were ambitious of gentility objected to its want of selectness, (2) that others—such as would use the private schools which I have described as grades (*a*) and (*b*)—disliked it on account of the thoroughness of its English system, and omission to teach "the piano," (3) that a lower class still were satisfied with a national school, or with no regular schooling at all. In short, I suppose the only girls whom it would suit would be those intending to become teachers. This is not encouraging, but it must be remembered that Loughborough is not a favourable place for trying such an experiment. To the success of such a school it would be necessary, I think, that the fee should be rather higher than 3*l.* a year, while at the same time several picked girls should be admitted free, and that the girls should be taught to play on the piano.

SCHOOLS INQUIRY COMMISSION.

REPORT

BY

J. L. HAMMOND, ESQ.

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REPORT.

My Lords and Gentlemen,

I have the honour to submit to you the following Report on the education of boys and girls above the labouring class in the district assigned to me by order of your Board.

My district consisted of two main subdivisions, the counties of Norfolk and Northumberland. These counties present many points of difference in some of the essential particulars forming the subject of your inquiry.

In reporting upon a district of this heterogeneous character, it is difficult to preserve a clear consecutive order of arrangement, except by treating each subdivision entirely as a district by itself. But I was not aware that the educational systems of the two counties were so dissimilar until I had carried my investigations too far to allow of a change in my original plan; which was to treat some matters as local and peculiar to each subdivision, and others as general and common to both. The adoption of this plan has, I fear, caused a certain confusion of arrangement and some repetition of statement which might otherwise have been avoided.

There is, however, some advantage gained by treating the district as a composite whole. In the latter part of my remarks on Boys' Schools I have employed this mode of treatment for purposes of comparison and mutual illustration, and, even where the plan of a separate arrangement has been more strictly followed, I have sometimes found it useful to note, by way of anticipation or retrospect, the peculiarities of either county without reference to that arrangement.

In the case of schools exclusively attended by girls the contrast presented by the two counties is not so striking or important as to render a separate notice of either county necessary.

My Report begins with an account of the education of boys in Northumberland with Gateshead: the sole reason for this being that I completed the inspection of schools in that county before I had finished my work in Norfolk.

I have next described the Norfolk schools for boys. My account of these is not so circumstantial as that of the Northumberland schools; first, because I received less assistance and information from Norfolk schoolmasters; secondly, because the day-school system, characteristic of Northumberland, is favourable to the permanence of schools in small towns and villages, and at the same time brings all the educational opportunities of each separate centre of population within the compass of easy observation.

From a description of Norfolk boys' schools I have digressed into that portion of my Report in which I have ceased to deal with either county separately.

In the course of my General Report I have given some account of every important Proprietary Establishment in my district. Strictly speaking, however, one or two of them, such as the Agricultural College at Framlingham and the Corporation Academy at Berwick, should be regarded rather as endowed foundations.

Although I have reported specially on every endowed grammar school in Norfolk and Northumberland, I have referred in my general report to the subject of local endowments. Thus towards the end of my remarks upon boys' schools will be found a tabulated summary of all actual and so-called grammar schools in either county. I have added comments on their present condition, pointing out their results, noting their failures and suggesting modifications in the application of their funds. The notice of particular endowments has led me to offer some suggestions respecting educational endowments in general; and with these suggestions I have brought to a close that portion of my report which refers to the education of boys.

The education of girls I have reserved for separate notice. Although the institution of mixed schools is an important feature peculiar to Northumberland, and on that account deserving of separate notice, I have for many reasons preferred an arrangement by which the particulars respecting female education in the two counties are placed, as much as possible, side by side.

The chief peculiarity of ladies' schools, both in Norfolk and Northumberland, is the defective method of teaching employed. In all schools the method is substantially the same, and this common fault overshadows all minor differences of organization, social status, and price. Of course, as must be expected, the subjects of instruction and the capacities and attainments of teachers vary in different schools. But in all ladies' schools alike, whether they be day schools or boarding schools, class schools or open schools, whatever be their locality, terms and range of instruction, and however teachers may differ in point of earnestness and enlightenment, there is universally a misdirection of effort; and the training, whatever may be its other advantages, is not promotive of vigorous intellectual health. From this point of view all ladies' schools may be regarded as belonging to one and the same educational class.

I examined the pupils in several ladies' schools by means of printed questions. These questions, together with the results of my examination, will be found in an appendix,* which also contains among other things tabulated abstracts of the replies received by me in answer to the Commissioners' Particulars of Inquiry for Private Schools.

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* See Appendix (A.), p. 537; Appendix (F.), p. 585; Appendix (H.), p. 615.

(I.)—EDUCATION OF BOYS.

1. NORTHUMBERLAND WITH GATESHEAD.

Time spent in Northumberland.

I was occupied in this portion of my district for about 15 weeks in the course of 1865, viz., from July 19th to October 7th, from October 28th to November 10th, and from December 11th to December 21st.

On my first arrival at Newcastle in July 1865 all the schools were closed for the holidays, and there was no prospect of admittance into any of them for the next six weeks; partly because at Newcastle pupils are very irregular in returning to school after the summer holidays, and partly because the teachers objected to submit their pupils to examination immediately after six weeks of idleness.

The time thus rendered unavailable for the inspection of schools I devoted to personal interviews with schoolmasters and schoolmistresses, trustees and other persons, who from their position or pursuits seemed likely to be of use to me. During this interval I visited all the towns and populous villages in the county, making such inquiry as might help me to ascertain what schools it would be desirable and possible to inspect at a future time; for everywhere, as at Newcastle, I found the holidays later than in most of the Norfolk schools, and latest of all in the agricultural districts, where vacation time is always determined by the season of harvest.

SCHOOLS FURNISHING MATERIALS FOR INQUIRY.

(*a*) Endowed Schools.

Endowed schools Northumberland ..... Gateshead.

There was no difficulty in ascertaining what endowed schools should be set down for inspection. With one exception, they are correctly specified in the digest of the Charity Commissioners' Report and in the return ordered by the House of Commons to be printed 5th July 1865. They are there stated to be the following:—

(1.)	Newcastle-on-Tyne	Free Grammar School	Boys' school.
(2.)	Allendale	Brideshill Grammar School	Mixed school.
(3.)	Alnwick	Corporation Grammar School	Mixed school.
(4.)	Hexham	Free Grammar School	*Mixed school.
(5.)	Morpeth	Grammar School	Boys' school.
(6.)	Rothbury	Grammar School	Boys' school.
(7.)	Tynemouth	Kettlewell's School	Boys' school.
(8.)	Warden	Haydon Bridge Grammar School	Mixed school.
(9.)	Berwick-upon-Tweed.	Grammar School	Boys' school.
(10.)	Gateshead	Anchorage School	Boys' school.

* Now no longer a mixed school. *See* extract from head master's letter quoted in note on p. 278 (1867).

BOYS' SCHOOLS, NORTHUMBERLAND.

Kettlewell's school, Tynemouth, a school for the poor.

The exception is Kettlewell's school, Tynemouth. On visiting it, I found that it could only be regarded as a school legitimately attended by the children of the poorest classes, and by them exclusively. It is true that some of the other schools in the above list are now practically parish schools; but they were intended for the benefit of all classes, and, except perhaps in the case of the Allendale school, some representatives of the farming and trading classes are to be found in all of them. But Kettlewell's school was founded specially for poor boys, with a preference for orphans and fatherless children; and although the trustees may direct instruction to be given in such useful knowledge and learning as they shall from time to time deem prudent, and Latin has been at one time taught, yet no instruction is now given beyond the rudiments, the boys belong to the very neediest classes, and the school is under Government inspection. I therefore erased it from my list.

Widdrington's school, Stamfordham.

On the other hand, Widdrington's school, Stamfordham, classed as a non-classical school in the digest, and not noticed in the return, was founded for all the children of the parish. The master is a clergyman of the Church of England. A classical education has been furnished by the school in former times, and the endowment is more than is required for the education of the labouring classes. For these reasons I placed it on my list for inspection.

Other endowed schools non-classical.

Other endowed schools respecting which I made inquiry were the following:—

(1.)	Newcastle-on-Tyne	St. Mary's Hospital School	- Boys' school.
(2.)	Bellingham -	Read's School - -	- Mixed school.
(3.)	Haltwhistle -	Lady Capel's School -	- Mixed school.
(4.)	Ponteland -	Coates' School - -	- Mixed school.
(5.)	Rothbury -	Girls' Endowed School -	- Girls' school.

(1.) *St. Mary's Hospital School, Newcastle,* is closely connected by the provisions of 9 & 10 Vict. c. 42. with the Free Grammar School. I visited it; but finding that by the scheme it was intended to be "of a class similar to the schools of the National "Society," I did not formally examine the scholars.

There are other schools in Newcastle (the most important being the Orphan House Wesleyan, and the Royal Jubilee schools) which give the same kind of instruction to the same class of pupils as the National and British schools. The two just mentioned are both under Government inspection, and neither they nor others of a similar class in Newcastle, Gateshead, and the larger towns can be regarded as coming within the province of the Commission; but they all probably contain some scholars belonging to the middle class, and thus compete with certain of the private schools which I have visited.

(2.) *Read's School, Bellingham,* was expressly founded for 50 poor children of the chapelry of Bellingham; and,

(3.) *Lady Capel's School, Haltwhistle,* for the children—boys and girls—of poor persons of the parish.

These are not in any sense of the word middle-class schools; but I examined the scholars in both of them, because the districts

are, comparatively speaking, populous, and the schools in some instances are attended by the children of tradesmen and farmers.

(4.) *Coates' School, Ponteland,* was founded for 15 or more poor children of the parish, and is now attended by 20 children of either sex, who are taught reading and writing gratuitously. They are also clothed and shod out of the endowment, which is more than sufficient to provide education for the labouring classes of the district. In former times the master of the school has been a clergyman; and the present vicar of Ponteland considers that under a new scheme a better provision may be made for the poor, and a portion of the endowment applied to the purposes of secondary education. I made arrangements for examining the scholars, but on my arrival at Ponteland I found that the master had been called away on important business, and the school was closed.

(5.) *Endowed Girls' School, Rothbury.*—This school receives a payment from Thomlinson's Charity, and professes to supply to girls of the parish the same kind of education, *mutatis mutandis,* as Thomlinson's school does to boys. I examined the scholars.

Other charitable endowments.

In every other instance, except four, the endowed schools in Northumberland were expressly founded for the children of the poor. In every case but one the endowment is so small, and the district in which the school is situated is so poor, that the most proper use of the charity is to apply it in aid of a parish school for the labouring classes. The only exception is that of Heron's Charity, Simonburn. The portion of this charity devoted to the purposes of a National school is no doubt wisely applied. There is, however, a considerable income, intended partly for apprenticing, and expended solely upon doles, respecting which a different opinion might be entertained. I have therefore mentioned the circumstance in my account of separate schools, although I did not visit the school itself, which is a National school under Government inspection.

Heron's Charity, Simonburn.

Endowed grammar schools divisible into three groups.

The ten schools which I have treated as endowed schools, in which persons above the labouring class have an interest, though originally founded more or less with the same object, have now become very different in their character. They may be divided roughly into three groups:—(1.) Parish or working men's schools; such as Allendale, Rothbury, Haydon Bridge, and Stamfordham schools. (2.) Tradesmen's schoos; such as Newcastle, Alnwick, Hexham, and Gateshead schools: and (3.) commercial and professional schools; such as Morpeth and Berwick schools. The above division is open to some criticism; but having due regard to the social condition of the majority of scholars, the age at which they leave school, the pursuits for which they are intended, the subjects of instruction taught, and the method of teaching adopted, I consider that it fairly represents the relative status, social and educational, of the several schools. And the same classification will be found to apply generally to the proprietary and private schools in this portion of my district.

BOYS' SCHOOLS, NORTHUMBERLAND.

(*b*) PROPRIETARY SCHOOLS.

Proprietary schools.

Passing on to the proprietary schools, I must premise that there are no schools of this class in Northumberland which will furnish any very important data for deciding whether the principle on which such schools are founded is a sound one; but as the following are not endowed, and at the same time are the private property of persons distinct from the schoolmaster, they must be considered as a separate class, although the Hexham school is the only one which, in ordinary parlance, would be called a proprietary school. I examined them all, and in their case, as in the case of the endowed schools above specified, I had every facility afforded me for a complete and thorough inspection.

(1.) Allendale - -	Lonkley School - - -	Mixed school.
(2.) Alnwick - -	The Duke's School - -	Boys' school.
(3.) Belford - -	Presbyterian School - -	Mixed school.
(4.) Hexham - -	Proprietary School - -	Mixed school.
(5.) Wooler - -	Presbyterian School - -	Mixed school.
(6.) Berwick-on-Tweed	Corporation Academy - -	Mixed school.

Of these schools the Allendale, Belford, and Wooler schools are parish schools. The Alnwick, Hexham, and Berwick schools belong to the second group, and are what I have called tradesmen's schools.

(*c*) PRIVATE SCHOOLS.

Private schools.

In a certain sense some of the schools which I now proceed to treat as private schools should more strictly be considered proprietary.

"Adventurers."

In those parts of the county which are thinly populated, and where a day school, connected with the Church of England or with some other Congregational body, does not exist, it has been the practice among farmers with young and growing families to combine together and invite a master, generally a Scotchman, to settle among them and keep school. This is still the custom in a few places. The children of the "hinds," or agricultural labourers, supply the bulk of the scholars; but in case the payments from them should not be sufficient to attract a competent man, the farmers guarantee that the master's receipts shall not fall below a certain annual sum. In former times the dominie was billeted on the different farmers in succession; the modern practice is to provide him with a school-room and a lodging. The master is generally called an "adventurer," though this term is also applied to private schoolmasters who own or rent their own school-house.

In my report I have considered the "adventurers" as belonging to the class of private schoolmasters. The distinction is a local one, of no practical importance, and the "adventurers" in the rural districts are disappearing, as the modern system of Government education becomes more extended.

Difficulty in selecting private schools.

I found considerable difficulty in making a selection of private schools for inspection.

Boys' Schools, Northumberland.

No Class schools in the county.

In the first place, the number of schools which would be regarded in other parts of England as middle-class schools is extremely small; and as there is in Northumberland but little social prejudice on the subject of schools, the sons of skilled artisans, who know the value of education better than many wealthier tradespeople and farmers, would be found in some of these. On the other hand, there are in Newcastle and in the colliery and manufacturing districts along the Tyne several schools of an inferior sort, which are attended by the children of small shopkeepers as well as by those of skilled and unskilled mechanics; and in the rural districts the children of farmers always attend the same schools as the children of their hinds.

Ignorance of residents in large towns respecting private schools.

Again, it is scarcely credible how few persons resident in a town of any size can give any information whatever respecting the private schools in their place of residence. An incidental advantage resulting from the University local examinations is that in each permanent centre there will always be at least a secretary and two or three committee-men acquainted with the opportunities for classical and commercial education in their district; but there is no such centre in Northumberland, and apparently only one private school in the county has ever sent in candidates for the local examinations. Thus it happens that, whereas several persons can furnish complete information respecting the various public schools in Newcastle intended for the children of the poor, no one knows the names of more than three or four private schoolmasters at most. Two* private establishments are in every respect so superior to the rest that they were always named to me wherever I made inquiry; but respecting the existence or character of other academies I could learn nothing, except from the teachers themselves.

With the help of local and scholastic directories I eventually drew up a first list of schools, from which I gradually eliminated those which proved on inquiry not to come within the province of the Commission. These were very numerous. For instance, Crockford's Scholastic Directory for 1861 contains the names of more than 180 private schoolmasters, and nearly 140 private schoolmistresses, residing in this portion of my district. Of these a large majority, classed under the heads of "private schools for gentlemen" and "private schools for ladies," proved to be the names of teachers in colliery and parish schools.

At length I succeeded in making a list of all schools that could in any sense be considered to come within the range of the present inquiry. It included many which in no other part of England would be regarded as middle-class schools; but, on the other hand, no middle-class school for boys, properly so called, was, I venture to believe, omitted. In the process of framing it I visited Newcastle, Gateshead, North Shields and Tynemouth, Morpeth, Bedlington, Blyth, Rothbury, Alnwick, Alnmouth, Belford,

* Since my inspection the proprietor of one of these schools has left Newcastle, and his school has passed into other hands. (1867.)

Boys' Schools, Northumberland.

Bamburgh, Berwick and Tweedmouth, Wooler, Bellingham, Chollerton, Hexham, Corbridge, Haydon Bridge, Allendale, Haltwhistle, Stamfordham, and Ponteland. Besides the masters of the various endowed and proprietary schools enumerated above, I saw between 80 and 90 private schoolmasters and schoolmistresses in different parts of the county.

I proceed to give a statement of the boys' and mixed schools to which schedules of inquiry for private schools (boys) were sent, and which it seemed desirable, if possible, to inspect.

My original list contained the names of 40 schools; 14 in Newcastle, 7 in Gateshead, 6 in North Shields, 4 in Berwick and Tweedmouth, 2 in Blyth, and 7 scattered in different parts of Northumberland. Of the 40 schools, about one half differed from parish schools only in being private establishments. The leading characteristic of these schools is the mixed attendance of boys and girls, though in a few instances this criterion would not strictly apply. The whole number of middle-class schools in Northumberland and Gateshead, endowed, proprietary, and private, in which the scholars are exclusively boys is, I believe, 21, and the boys attending them are about 1,200 in number; the three largest schools in Newcastle furnishing more than 500 between them.

"Mixed schools."

Objectors to the Commissioners' inquiry.

Two private schoolmasters only, one at Morpeth and one at Gateshead, refused all communication with me, and even declined to see the printed Particulars of Inquiry. It is not worth while to state their reasons, which fall under one or other head of general objections briefly noticed below. The Morpeth school is the only middle-class school for boys, except the grammar school, in the town; but it hardly competes with the grammar school, being, as I am informed, a writing or English school, long established and respectable. The Gateshead school is, I understand, a new establishment, due to the enterprise of a retired exciseman. Although it is styled a "classical, mathematical, and commercial academy," the master has had but little experience in teaching, the instruction is quite rudimentary, and the pupils belong to the working class or to the lowest stratum of shopkeepers. The school, therefore, is one of no importance in connection with the present inquiry, although it is fair to observe that the room in which it is held is the best school-room in Gateshead, and one of the best in the northern part of my district.

Five persons, one a female with a preparatory school for young boys, and four masters of mixed schools of the inferior sort, declined to send returns, and refused or deprecated inspection after a perusal of the printed schedules. Two were dissenting clergymen. One, who handed me a card bearing his name, "The Rev. Dr. . . . M.A., E.C.P.," was manifestly much relieved in mind when I forbore to press my request. Having caught a glimpse of his pupils and school accommodation during lesson time on a previous visit, I am doing no injustice to either master or scholars in classing the school with the working men's or lowest group of schools. The other three were likewise schools merely competing, as I learnt from the masters themselves, with the

National and British schools in their respective towns. One of them writes to say that his scholars "are composed of all who "cannot *get on* in the National school." The preparatory school was a dame's school for young boys of the "small tradesmen" class. BOYS' SCHOOLS, NORTHUMBERLAND.

Of the remaining 33 schools, three proved to be so decidedly below the lowest possible standard of middle-class schools that it was not worth while to send the circulars of questions to them, though I visited them all, and examined some of the scholars in one of them. In another of these three I found that the majority of the boys left an hour before noon to fetch their parents' dinners; yet this was a school in which some tradespeople's children might be found.

My list was thus reduced to 30 private schools. Schedules sent to 30 schools.

I have entered into the foregoing particulars in order to show the very small number of really middle-class schools in Northumberland. One only refused all communication with me,—the commercial school at Morpeth noticed above; and of the 30 schools just mentioned, 15 would not have contained a single farmer's or tradesman's son in Norfolk. It will thus be seen that, inclusive of proprietary and endowed schools, there are in the whole of this subdivision of my district about 25 schools which may be considered socially superior to the ordinary parish schools.

Of the 30 private schools remaining on my list, 24 have sent returns or more less detailed. Of these returns four or five contain only a few answers, almost useless, and little or no statistical information. They are all from schools of no practical importance. An abstract of the answers is given in the tabulated statement appended to this report. Returns received from 24 schools.

The six schools which have not sent returns have been inspected by me, and I have a sufficient knowledge of their character and organization. Three of them are schools of some importance as tradesmen's schools. One is a small establishment of a superior description, attended by a somewhat better class of boys. The master had just come to the county, and could give no written information of any value; but he readily permitted me to see his school at work. It contained but a few boys, and although I deferred my visit of inspection till the latest possible period, I saw it at a great disadvantage. Six schools inspected from which no returns have been received.

On the whole I have received returns from 24 schools, of which I inspected 20, besides inspecting eight others from which no returns have been received.

Of the 28 private schools inspected by me, five may be placed in the "commercial and professional" group of schools, ten in the "tradesmen's" group, and the rest are in no respect superior to ordinary parish or working men's schools. Twenty-eight schools inspected.

Taking into consideration the number and character of the schools, endowed, proprietary, and private, actually inspected, and the returns received from private schools, I feel satisfied that I have been furnished with the necessary and sufficient data for forming a correct estimate of the state of middle-class education

BOYS' SCHOOLS' NORTHUMBERLAND.

in Northumberland and Gateshead. For this result I am greatly indebted to the readiness and courtesy with which most of the persons engaged in education met my applications for assistance and co-operation.

Letter from private schoolmaster declining visit of inspection.

Of the four schools, furnishing returns but not inspected, three were of the humblest class, of which I had already seen a sufficient number of specimens for my purpose. The following letter will explain why I did not examine the fourth.

I transcribe it in full, because it is a temperate statement of the views taken by many private schoolmasters, especially of the second rank, respecting their responsibilities and the relations existing between them and their employers. The sentiments expressed are more prevalent, however, in Norfolk than in Northumberland.

SIR,

AFTER having forwarded, as requested, distinct and concise replies to the inquiries contained in the schedules handed to me last month, I confess I am a little surprised to find that my *small* academy is chosen for a personal visit. It is a compliment that I am sorry to say I cannot properly appreciate.

I have occupied my present residence, as a teacher, for more than 25 years. My school has always been distinctly a *private* one, *limited* in number, and *unassuming* in character. I wish it to remain so.

In answer to Question 90, I ventured to express a want of confidence in public examinations, as conferring little advantage upon a position so obscure as mine. I still see no reason to alter this opinion.

The question that interests me most is to maintain a good understanding with my supporters. This I have generally succeeded in doing by a faithful discharge of my duties, and without soliciting the assistance or patronage of any one. I hope to continue in this course.

Believing that I have given you in the schedules more information respecting my academy than the most *anxious parent* ever required, and that the educational measures already in operation with me are perfectly satisfactory to my friends, you must allow me, with every respect to yourself and the instructions you have received, to decline your contemplated visit on Monday the 18th instant.

I am, &c.,

* * *

Reasons why returns were not sent or sent incomplete.

Although the returns sent to me are, in not a few instances, incomplete, and although some masters, whose schools I have visited, have not sent any returns at all, I attribute this apparent neglect mainly to the great labour involved in answering so many questions and giving all the particulars required. The daily work of teachers conducting cheap schools, which cannot support an adequate staff of assistants, is so great and exhausting, that such persons could not find time to collect and transcribe the minute and circumstantial information demanded in the printed schedules. In many instances, too, where the scholars were of both sexes, the questions were often inapplicable to the conditions of the school organization. And, lastly, few of the inferior class of schoolmasters, whose pupils are constantly changing, keep the necessary registers for supplying the details required for the statistical forms.

Questions objected to or misunderstood.

One or two masters were disposed to demur to some of the questions on the ground of their inquisitorial character. These

were chiefly the questions relating to payments and accounts and to the domestic arrangements for boarders; but, owing to the small number of boarding-schools, this was not so general a ground of complaint as in Norfolk.

The meaning and object of some questions were sometimes misapprehended. One master writes as follows: "I was sorry to "observe in the questions sent to me a considerable number of "apparently little significance, whilst a number of most important "questions were omitted. I do trust that, notwithstanding the "surmises of some of our educationists here, it was unintentional, "or not done from any sinister motive." The first subject of complaint is illustrated and partly explained by this gentleman's answer to* Question 2.

Q. Give the name and description of the master of the school?
A. * * * F.E.I.S.; 45 years of age, 5 ft. 11 ins. high.

I have not learnt what were the important questions omitted, or what the supposed motives for their omission.

A feeling of suspicion was more generally entertained and expressed against the interference of the Commission by proprietors of humble establishments, competing with National and British schools. These persons consider that the Government grants already place them at an unfair commercial disadvantage, and they complain that the children of the lower middle class, whose parents can afford to pay for their education, are not only deserting their former places of instruction, but are driving the really poor children out of the establishments pensioned or endowed for their support. In Northumberland, where there is no social feeling to prevent a farmer or tradesman from sending his child to a Government school, the improvements caused by grants in the form, if not in the substance, of instruction are seriously affecting private educational enterprise. In the country parishes "adventurers" are giving way before certificated and trained masters. In the towns the children of small traders, clerks, &c., are resorting to the public schools. One master, whose school I examined, writes thus: "Probably the great majority of *working* "*people* prefer small private schools such as mine to large public "schools, notwithstanding the inducements held out by the latter, "such as prizes, trips, inspectors' certificates, pupil-teacherships, "money clubs, &c., &c."; and another, ironically, I presume, approves of National schools, "for they are so bad they help the "private schools." But others, more candid or sagacious, are alarmed at their increased importance, and insist that their benefits should not be extended, as they frequently are by a graduated scale of payments, beyond the limits of the very poorest classes. And though the operation of the Revised Code, by limiting the

Objections made by some of the humbler class of private schoolmasters.

* Other schoolmasters and schoolmistresses have made similar mistakes as to the meaning of this question. Another question which has been misunderstood by several persons is Question 24, "What is the average time that the pupils remain in the school?"

Boys' Schools, Northumberland.

subjects of instruction to the essentials, would at first sight seem calculated to benefit such of the private schoolmasters as are willing and able to impart instruction in the higher subjects, I am informed on the best authority that this will not be its effect. My own experience also leads me to believe that the private schools of the lowest class will be compelled to confine themselves to the same subjects as the Government schools if they are to compete with them at all successfully; for, as the first and indispensable requirement not only of the working but also of the trading classes, is a sound instruction in reading, writing, and arithmetic, no school will meet with much favour if it sacrifices the essentials to any other branch of study; and the standard attained by the Government schools in the elementary subjects must eventually become the standard of private schools competing with them.

Though my visit may have been regarded in some quarters as an omen or fresh instance of State interference in educational matters, I found the more intelligent schoolmasters of the humbler class very ready to admit me to their schools. It is only fair to say that there are among them some zealous and laborious workers, struggling against many difficulties, and earning but a scanty and precarious remuneration, which is quite inadequate to procure for them any paid assistance. In every school of this grade, where an assistant (not a pupil) was employed in teaching, the assistant was the father, wife, son, or daughter of the schoolmaster.

General Summary of Schools.

The number of schools, not girls' schools, which were inspected by me in Northumberland and Gateshead, is 46: viz. 12 endowed, 6 proprietary, and 28 private schools.

Summary of boys' and mixed schools inspected.

The endowed schools are the following:—

(1.) Newcastle	Grammar School	Boys.
(2.) Allendale	Brideshill School	Mixed.
(3.) Alnwick	Corporation Grammar School	Mixed.
(4.) Hexham	Grammar School	Mixed.
(5.) Morpeth	Grammar School	Boys.
(6.) Rothbury	Thomlinson's School	Boys.
(7.) Stamfordham	Widdrington's School	Mixed.
(8.) Haydon Bridge	School	Mixed.
(9.) Berwick	Grammar School	Boys.
(10.) Gateshead	Anchorage School	Boys.
(11.) Bellingham	Read's School	Mixed.
(12.) Haltwhistle	Capel's School	Mixed.

The proprietary schools are—

(1.) Allendale	Lonkley School	Mixed.
(2.) Alnwick	The Duke's School	Boys.
(3.) Belford	Presbyterian School	Mixed.
(4.) Hexham	Proprietary school	Mixed.
(5.) Wooler	Presbyterian school	Mixed.
(6.) Berwick	Corporation Academy	Mixed.

Boys' Schools, Northumberland.

Of the private schools 12 are boys' schools and 16 are mixed schools. Ten at least out of the 28 are working men's schools.

Most of the schools, whether endowed, proprietary, or private, were examined *viva voce* in accordance with the practice generally observed in Northumberland. Few indeed contained pupils sufficiently advanced to be examined by written papers: but where this mode of examination seemed desirable I adopted it. The papers were chiefly on arithmetic, but in some instances they included questions in Euclid, algebra, and trigonometry.

Thus in ten schools an aggregate number of 198 boys sent up answers in arithmetic.

Four schools furnished an aggregate number of 19 boys who answered questions in Euclid and algebra.

And from Morpeth Grammar School I received answers in trigonometry from two of the older pupils.

The total number of *boys* in these 46 schools was about 2,400 but a considerable proportion of them, probably not less than 1,000, were sons of mechanics and labourers.

These may be distributed roughly as follows:

	Total No. of boys.	No. of boys belonging to the working classes.
Endowed schools	700	350
Proprietary „	375	250
Private „	1,325	400
Total	2,400	1,000

GENERAL DESCRIPTION OF EDUCATION IN NORTHUMBERLAND.

A very large majority of middle-class boys educated in Northumberland and Gateshead schools are intended for the clerk's desk, the counter, or the farm. The proportion trained for learned professions, when compared with that in most English counties, is inappreciable, and much smaller now than it was formerly. Practically the local schools do not pretend to fit boys for the English universities. On the average not one boy in two years proceeds to any of them direct from a Northumberland school, and no boy entirely educated in the county could ever attain any distinction at Oxford or Cambridge. Eight boys a year, at most, may pass on to Scotch universities, but these would in many cases be unable to join any class above the lowest. Moreover, there is no centre in Northumberland for University local examinations, and only two or three schools in the county have ever sent in candidates for them.

Age at which Boys leave School.

Highest standard of education low.

It will readily be imagined from this statement that the highest standard of education in this subdivision of my district is comparatively low. The most advanced students who commence and

Boys' Schools, Northumberland.

complete their general course in local schools are destined for the law, for medicine, or for civil engineering. They are very few in number, and they generally leave school at the age of 16. Boys intended for merchants' offices leave at an earlier age.

Mean level.

The mean level of education is determined by the requirements of farmers, tradesmen, and small merchants, who desire for their sons such a general training as will fit them for business at the earliest age at which they can earn a livelihood. There is an active demand on the Quayside at Newcastle for sharp lads, and such lads can easily obtain situations of some value at the age of 14. This is the age at which most boys leave school, and very few indeed remain after they are 16.

Age at which boys leave school.

Of 930 boys attending the best private schools, and of 417 attending* grammar schools in the county, 16 and 11 respectively are youths above 16 years of age. It may safely be asserted that throughout this part of my district the average number of scholars above that age is nearer one than two per cent., and in many instances it would be found that the older scholars are not pursuing higher branches of study, but merely retrieving the neglect of early years.

A general education, at once sound and comprehensive, is under these circumstances quite out of the question. The large majority of scholars are of an age when boys of the most promising abilities have scarcely begun to think methodically, and very few indeed remain long enough at school to understand or acquire the first principles of inferential reasoning. The instruction given at most of the schools is consequently mechanical in its character and instrumental in its object. And this supply corresponds with the general demand. Nothing is asked for beyond the ability to read and spell correctly, to compose a business letter, to write a fair hand, and to enter and keep accounts. The corresponding programme in a school prospectus comprises reading and dictation, the rudiments of English grammar, writing, plain and ornamental, and commercial arithmetic. This is the staple of the instruction generally offered, and most effectively imparted, by the great mass of boys' and mixed schools.

Classification of Schools.

I have already remarked that the schools in Northumberland and Gateshead, in which any boys above the labouring class are to be found, divide themselves into three groups.

Lowest group of schools (*a*).

The lowest group consists of working men's schools, in which, however, especially in the rural districts, sons of farmers and tradesmen may be found. In the country these are actually parish schools; in the towns they are private establishments competing with National and British schools. I shall call these working men's schools, though the term is more correct than convenient.

* I have only taken into account those schools in which it is possible to distinguish the number of boys from the number of girls. At mixed schools girls remain rather longer than boys.

The intermediate group I have called tradesmen's schools. They are town schools, frequented generally by the children of tradesmen and clerks.

Intermediate group (*b*).

The highest group, which I have designated as commercial and professional schools, are attended by boys of various classes; but they contain distinctively those who are intended for their parents' houses of business, and who are destined to become solicitors, medical practitioners, civil engineers, and the like.

Highest group (*c*).

It must be understood that this classification is not precisely accurate, and that it is sometimes difficult to assign to a particular school its proper place in the above list.

Group (*a*) comprises (1) town schools;

The lowest class of schools visited by me are town schools of the first-named group. They are attended chiefly by the children of labourers and mechanics, but contain a few of the "small "tradesmen" class. They invariably comprise children of both sexes, as do also the country or parish schools of the same group.

The education in these town schools is confined to reading, including Scripture, spelling, writing, and ciphering, with the merest rudiments of grammar, and sometimes the outlines of geography.

(2) country parish schools.

In the country or parish schools the presence of a better class of scholars sometimes gives occasion for instruction in other subjects.

English grammar and parsing are more thoroughly taught. Mensuration is learnt by one or two older boys, who also practise land surveying to some extent.

English history, French, and Latin are in a few instances attempted, but are generally quite worthless.

Group (*b*) comprises

The tradesmen's schools are either writing schools or English schools.

(1) writing schools;

In the lowest group of schools just described there is often a want of proper accommodation for writing, and writing materials and books form a troublesome item of expense. The chief attention is therefore given to reading and spelling, and ciphering is taught orally rather than from text-books. In the writing schools of the second group prominent importance is attached to the art of plain and ornamental writing.

The school-rooms are fitted up for the purpose, and considerable time is spent over copybooks.

There is no oral teaching; the scholars merely read, and repeat lessons in spelling and perhaps in geography or history.

In arithmetic each scholar sits at his desk, and after obtaining the answer of a sum, as given in his text-book, proceeds to enter the solution neatly in a* "ciphering book."

Practically in these schools nothing is taught beyond reading,

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* The master of school No. 13 (Northumberland) in the tables appended to this Report, when enumerating the subjects of instruction best fitted, in his opinion, for the education of the majority of his scholars, specifies among others "*Arithmetic*, "*entered in ciphering books prepared and ruled by the pupils.*"

Boys' Schools, Northumberland.

spelling, ciphering, and writing. There is little pretence of attempting even geography or grammar, but a few boys sometimes advance to book-keeping and elementary algebra. This latter subject, however, is quite worthless when taught in such schools. I doubt whether a single writing-school pupil could even state, much less explain, the law of indices.

Intellectually considered, the instruction given at these schools is extremely meagre. In fact, no mental faculty of the pupils is exercised or even interfered with by the teacher. But a successful school of this class nevertheless finds great favour with merchants in need of clerks; for neatness, method, and regularity are imperceptibly instilled by the system. The schools are therefore popular with parents, and are apparently not without their use. They have one merit: except in the higher rules of arithmetic, they do not pretend to teach more than they do teach; and even an illiterate parent can test pretty correctly the progress which his son makes at such a school.

(2) English schools.

I have called another class of tradesmen's schools English schools.

For the purposes of education proper these, when good of their kind, are very superior to the writing schools just described. But they are liable to one defect; they can be employed more easily than any other class of schools for purposes of imposture. When the instruction is limited to what the masters are really competent to teach, they are most useful institutions; but the prospectuses of some of these academies are often mere make-believes.

The following is a specimen:—

SENIOR DEPARTMENT.

Subjects of Instruction,

Reading, writing, arithmetic, mental and mercantile, English grammar, composition, geography, mapping, drawing, history, ancient and modern, the sciences, book-keeping by single and double entry, algebra, mechanics, mathematics, theoretical and practical (including land surveying, navigation, &c.), with Latin, Greek, or French, at 31*s.* 6*d.* per quarter, or when more than one foreign language is learned at once, at 42*s.*

Such is the programme of studies in a school where the master is competent to teach reading and spelling, writing, arithmetic, the elements of English grammar, composition, geography, and the skeleton outline of English history. The school would be a useful one if the instruction were confined to these branches. But of ancient history, Euclid, Latin, and Greek the master was profoundly ignorant, and the results of the teaching in these subjects and in French (except in the case of one foreign boy) were simply ridiculous.

The Duke's School at Alnwick is a good specimen of a school of this class, confining itself to the subjects above specified. But by far the most important and successful tradesmen's school in the county, aiming too as it does at some of the higher branches of education, is the Grammar School at Newcastle.

The commercial and professional schools in the county do not number more than six or seven.

Boys' Schools, Northumberland.

The general course in this group of schools includes Latin and sometimes Greek, French and sometimes German, Euclid, algebra, and sometimes trigonometry, besides the subjects specified in the account above given of English schools. The principles of English grammar and the theoretical knowledge of arithmetic are taught with some success, and it is needless to state that ornamental writing and the "ciphering book" system are discarded.

Group (c) comprises commercial and professional schools.

Some peculiarities of Northumberland Schools.

Mixture of Classes.

As the subjects deemed sufficient for a boy attending a tradesmen's school are generally considered essential by an intelligent artisan, and are not beyond the ambition of a "hind" or agricultural labourer, it follows that the same school can supply the education in demand both to the labouring classes and to others immediately and considerably above them in wealth and station. Though this is equally the case in other parts of England, yet in Norfolk (for instance) the consciousness of class distinctions almost invariably prevents a farmer or well-to-do tradesman from sending his son to a parish school. In Northumberland this sentiment is neither strong nor general, and at the same time the proportion of the labouring population, mechanics, colliers, hinds, and shepherds is large. Hence there are but few tradesmen's schools, and a considerable number of schools of a cheaper description. Again, the labouring classes in many parts of Northumberland are superior in intelligence and education to the same classes in Norfolk. A consequence of this is that their private schools are better. Certainly, though I have seen several of them in the North, I have seen nowhere anything so deplorable as a really low-class private school which I stumbled on by accident or mistake in Norfolk. These considerations partly account for the presence of middle-class scholars in working men's schools.

Mixture of classes in Northumberland schools.

The terms in these schools, being adapted to the means of the labouring classes, are necessarily low; and as for the reasons above given the farming and trading population have no objection to avail themselves of these places of education, the working men's schools compete with, and to some extent bring down the terms of, the tradesmen's and professional schools. Thus education is comparatively cheap throughout the county.

School charges low.

Mixture of Sexes.

Where education is cheap, scholars must be numerous. Hence another peculiarity in schools attended by the middle classes in the northern part of my district. With the exception of the professional schools, they are in general attended by children of both sexes.

Mixture of sexes in Northumberland schools.

Of the 46 schools visited and inspected by me only 19 are exclusively boys' schools, and, except possibly a few unimportant

Boys' Schools, Northumberland.

preparatory schools, I have seen every such school but two in the county. These, as might be expected, are generally of a better description than the rest.

Reasons for it.

There are doubtless other reasons for the mixture of sexes in the Northumberland and Gateshead schools; such for instance as long traditional custom, and the example of schools in Scotland, which supplies masters to many of the Northumbrian schools. But economy was the main and original cause of this custom, and now contributes to keep it alive probably in Scotland as in Northumberland. Even quite recently a proprietary school of a far superior type to that of most mixed schools has been established at Hexham, and I am assured that it is only by the admission of girls to the school that the proprietors are enabled to supply an education for boys at terms which parents of the middle class are willing to pay.

Effects of the mixture of sexes in Northumberland schools.

I cannot speak with certainty of the effects produced by this mixture of the sexes at the same school. The subject is either considered a delicate one or is not thought of at all. The latter is the case with most persons accustomed to the institution; strangers on the contrary speak doubtfully or badly of its practical results. In one case, that of Berwick Corporation Academy, the practice of caning girls on the hand in the presence of boys was reported to me without any symptoms of repugnance by one of the masters. The arrangements of conveniences for the children were also objectionable; but I understand that the corporation meditate a new system by which the girls will be entirely separated from the boys' school.* It was remarkable that the girls in this

* I have lately received from a resident the following remarks respecting certain recent changes in the Corporation Academy at Berwick. Though under the new system the girls are not entirely separated from the boys' school, what has been done already is an indication of what may be done hereafter. I should mention that the Corporation have since my visit to Berwick purchased the old Grammar School premises. They are adjacent to the Academy, though entered by a separate passage, and from a different street:

"The principle of division now made is that the older boys and older girls are taught together by masters in the old Corporation Academy premises; the younger children, both male and female, by mistresses in the old Grammar School premises. The older boys and girls, though taught the same lessons and in the same classes, do not take places indiscriminately, but only boys with boys, and girls similarly. The boys enter the yard and academy by their old entrance; the girls through the old Grammar School premises. The older boys have now the old academy playground and waterclosets, &c. The older girls have their playground with the little children (part of the old Grammar School playground), and also their conveniences there.

"These are very considerable changes which we have had effected, and remove many of the objections against mixed schools. The reason why the Corporation could not be induced to go further with the separation of the sexes, was on the ground of increased expense in the matter of teachers. But these restrictions, in themselves absolutely necessary precautions, show that the mixed system is not good, at all events for children beyond a certain age, say 10 years. The two sexes under strict and well defined regulations (the maintenance of which, however, is in itself a great waste of power) may be taught together without much harm; but they clearly cannot be trained or educated together. And mere lesson-saying on a form is of course but a small part of education."

At the time of my visit to Hexham there were two female scholars at the Grammar School, and formerly there were many more. There are none at present. The head master's views on the subject of mixed education may be gathered from the following observations extracted from one of his letters to me:

academy were in appearance and behaviour, as well as in the results of my examination, very superior to the boys; the latter being in some instances the most unruly and ill-conditioned I have seen anywhere. At Hexham Proprietary School, where the intermixture is most complete, the boys and girls being arranged in class without regard to sex, the girls, instead of being bolder or more confident, as might have been expected, were more shy and timid than in any ladies' school. I had great difficulty in overcoming this shyness, and found it impossible in some instances to extract an answer even from pupils who were quite able to give the correct one. The boys also were affected in the same way.

Boys' Schools, Northumberland.

In most mixed schools the rule is to make the boys and girls repeat their lessons in class together, though they sit in separate parts of the school; and in class each sex is arranged so that the boys take places among themselves and the girls among themselves.

Prevalence of day schools throughout the county.

Educationally I believe the institution of mixed schools taught by masters to be more advantageous to girls than to boys.

Day School System.

The disregard of class distinctions, the mixture of sexes, and the cheapness of education thence resulting, produce another striking peculiarity in the schools of this county. They are almost all day schools. I believe I am strictly accurate in reporting that at the time of my visit there were in the whole county of Northumberland, exclusive of Newcastle, only three boys lodging in masters' houses. There was not, so far as I could learn, a single boarder in North Shields, Berwick, Morpeth, or Alnwick. There were four in Gateshead (which is not in the county), one in Blyth, and two in Hexham. Of the latter, one was at the grammar and the other at the proprietary school.

At Morpeth Grammar School the experiment of attaching a dormitory for 12 boarders to the master's house has been tried, and has* failed. The failure is ascribed to different causes by the master and trustees, but it is not the less a fact. At Berwick Grammar School the master is permitted to take boarders not exceeding 40, and is required to reside in the school-house, which just furnishes the ordinary accommodation for a married man with a family. It is unnecessary, therefore, to observe that he has no boarders. Negotiations are now on foot for securing † to

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"Since my coming here, five years ago, I have always dissuaded parents from sending girls to my school, and I have at length succeeded in eliminating the female element from it entirely. I found the presence of girls to act as a serious 'disturbing force' on the studies and conduct of the boys, and *vice versa*. In one case I was obliged to ask a father to remove his daughter from my school.

"There are now four good schools for girls in this town, and as it is generally known that I do not wish to have female pupils, I apprehend that the anomaly peculiar to this school has now ceased" (1867).

* See, however, note on p. 293 (1867).

† These premises have now been bought and appropriated to the Grammar School (1867).

Boys' Schools, Northumberland.

the school the benefit of more advantageous premises, in which case the experiment of a boarding school will be tried under possible conditions. The same thing is in contemplation at Haydon Bridge School.

Boarding schools in Newcastle.

Even in Newcastle the number of boarders is comparatively very small. There are none at the grammar school; but a new scheme, which is soon to come into operation, provides a house for the head master, in which he will be allowed to take boarders, not exceeding 20. The two most important private schools, whose average numbers during the last three years have been 195 and 105 respectively, have had during the same period an average of 15 and 10 boarders each. A third school has seven boarders. Another, a lady's preparatory school for young boys, contains from eight to ten at most, and besides these there are none, unless a few should be found in one or two preparatory schools kept by ladies, which are scarcely to be regarded as schools, but rather as "weaning establishments," affording an easy transition from the comforts of home to the rougher life of a large public school. On the whole, 50 is a large average to assume for the total number of boys boarding in schools at Newcastle.

Comparison with certain boarding schools in the Norfolk district.

A comparison of these figures with those furnished by a town of the same population in the south of England would make the small proportion of boarders still more apparent. I have not, however, the means of making such a comparison, except in an incomplete form. The population of Norwich is about two-thirds of the population of Newcastle. I have information respecting the number of pupils at four private schools, and at the grammar and commercial schools at Norwich. Taking the aggregate of these schools, the proportion of boarders to day scholars in Norwich is at least* one to three, in Newcastle it is about one to twenty. The difference is still more remarkable in the country schools in each county. Four or five years ago there was a private school at Aylsham with 80 boarders; that is to say, with twice the number of all the boarders at all the schools, exclusive of preparatory schools, in the whole county of Northumberland. Three or four schools in Norfolk have each of them quite as many boarders as there are in the whole of the northern subdivision of my district. Beccles, in Suffolk, with a population of between 4,000 and 5,000, has a grammar school with nearly as many boarders as there are in the whole town of Newcastle, the population of which is 110,000, and besides the grammar school I am informed that there is also at Beccles a large private school with boarders. Finally, the Albert Middle Class College at Framlingham, in Suffolk, within one year of its foundation had, from the county of Suffolk alone, more than four times the

* If the commercial department of Norwich School, which is purely a day school, be left out of consideration, the four private schools and the grammar department of Norwich School would be found to have almost an equal number of boarders and day boys.

number of boarders at all boys' schools, of every class and description, in the whole of Northumberland. Boys' Schools, Northumberland.

In fact, the farmers and country tradespeople in the two subdivisions of my district hold exactly opposite views on the subject of boarding schools. In Norfolk persons belonging to these classes do not like to keep their sons at home after the age of twelve, but send them to boarding schools, generally in the immediate neighbourhood or at the nearest market town; in Northumberland, on the contrary, they usually send their boys to day schools, but if they do send them to boarding schools they seem to prefer sending them out of the county.

In some cases boys attending day schools lodge in the neighbourhood. I have no precise information on this subject, and the number of such boys is too small to require any lengthened notice. The fact, however, shows that the absence of boarding schools for boys is not entirely attributable to the unwillingness of parents to send their sons away from home. The general idea of education prevalent among the lower middle classes of Northumberland involves merely the necessity of a school-room and teacher; the former being a place to learn and repeat lessons in, and the latter a person who sells instruction just as any other article may be sold. In some of the commoner schools a price is attached to each separate item of instruction, as, for instance, so much to reading, so much to writing, and so much to arithmetic. But the moral and personal influence of the teacher on his pupils, or of the pupils on one another, are made of no account; and the one thing in demand is simply instruction. General idea of education in Northumberland confined solely to teaching.

This may to some extent explain the mode of teaching adopted in these parts, which is more showy and demonstrative than it is in Norfolk. The exertions made by the master in conveying instruction are more laborious, and the scholars rather receive their knowledge from him than acquire it for themselves. The teacher moreover seems to know the capacities of his pupils better than he does their characters, and tries to strengthen his hold on their intellects rather than on their affections. In Norfolk boarding schools the opposite state of things is often observable, and the master's wife, whose existence is unknown in a Northumberland school, unless she happens to teach the younger pupils, becomes as important a person as the master himself, and probably knows as much of the dispositions and characters of the scholars as their own parents do. In Norfolk the idea of education is essentially different.

Effects of the Day School System on the supply of Scholars in Local Schools.

It follows, from the want of boarding schools, that no boys from other parts of England come to Northumberland for their education. Some few of the day scholars in Newcastle may live across the Tyne; but their exceptional presence in a Northumberland school does not practically affect the general rule, that none but Northumberland boys are educated in Northumberland. In No ex-county boys educated in Northumberland.

BOYS' SCHOOLS, NORTHUMBERLAND.

Norfolk, on the contrary, a large proportion of the boarders at the better grammar schools come from a distance,—a fact which is often cited with dissatisfaction by persons who consider such schools to have been intended for the sole or special benefit of local residents; and in the large private school lately dissolved at Aylsham, out of 80 boarders only a very small number were natives of the county.

Boys of the upper middle class educated out of the county.

Again, in a great measure from the same cause, the landed gentry, clergy, professional persons, and wealthier manufacturers and merchants of Northumberland, almost without exception, send their sons to be educated out of the county. There is no doubt a growing disposition on the part of the rich everywhere to patronize the large public schools, but in Northumberland the less affluent of the higher middle class, who cannot afford the expense of Eton, Harrow, or Rugby, nevertheless prefer such schools as Rossall, Durham, or the Collegiate Institution at Liverpool, to any of the Northumberland schools, which, in fact, partly in consequence of the want of boarders, cannot pretend to supply a first-class classical or mathematical education. It is true that the strong accent or "burr," which might be caught from provincial schoolfellows, is also of the nature of a deterrent; but the main reason for this migration of boys requiring an education for the universities or for the learned professions, is that there are no schools at hand that can completely supply it. This has not always been the case. The Newcastle Grammar School, for instance, towards the end of last century counted among its scholars several who were afterwards distinguished as men of learning and ability, and a generation later the grammar school at Berwick was a flourishing classical school. Three pupils who graduated at Cambridge in 1825, 1828, and 1830 successively, were all elected Fellows of Trinity. But there is no such education now imparted in the county, and persons requiring it must look for it elsewhere.

With an unimportant exception.

An insignificant exception to the general rule, that persons of wealth sends their sons to schools out of the county, may be found in the case of a few merchants, who have risen rapidly to wealth and position without much education, and who are at the same time too indulgent to their children to remove them from the comforts of home. For their accommodation one or two small day schools exist, at which the terms are somewhat higher than usual, though they never exceed 12 guineas per annum. The teaching and organization of such schools are hardly subjects of inquiry under the terms of the Commission, for the masters' functions do not in general differ from those of a private tutor. But I saw certainly two schools of this description. They were remarkable for laxity of discipline and for a want of system and order. In one especially, the master's great aim was to save his pupils all possible trouble and all necessity for close application by conveying his instruction in an amusing and discursive form. Many persons would be satisfied and even pleased with the results of this system. It produces a love of information, pro-

vided it can be easily acquired, and an interest in general topics of conversation; but none of the higher faculties of the mind are directly trained. The masters of these schools are more dependent than any others on the caprices of parents, and the parents of their scholars have little earnestness, judgment, or experience in matters connected with education, which their own success in life rather inclines them to undervalue and despise.

Boys' Schools, Northumberland.

Accessories and indirect Influences of Schools.

Where there are no boarders, there are generally no playgrounds. Throughout the county the absence or inadequacy of places set apart for the recreation of scholars at once strikes a stranger, though it is not felt or regarded by the parents of the pupils.

Want of playgrounds.

This, which follows naturally from the idea of a school as conceived by the lower middle classes, operates as an additional motive among the wealthier inhabitants for sending their children out of the county. For the want of a playground, while it reduces a school to the conception of a school-room and teacher,—the ideal of most Northumberland tradesmen,—prevents the existence of that *esprit de corps* and moral tone among the boys, which are gradually assuming greater importance, as elements of education, in the estimation of the higher classes. In Northumberland, as there are, with few exceptions, no playgrounds, so there are no cricket clubs, foot-ball matches, or other associations for competition in athletic sports. Such arrangements for games as may be organized among the boys of a day school are made without the knowledge of the master, who feels little or no interest in his pupils when once they are beyond the walls of the school-room. The only exception that I know of is in the case of Newcastle Grammar School, where annual swimming matches are encouraged and attended by the head master.

As the influence of the master is generally not felt beyond the limits of the school premises, so that of the boys on one another, except as rivals in class, is only slight, whether for good or evil, and such as it is, it is due to the accidental contact of particular boys, and is not regulated by any school feeling or traditionary code. Each individual boy in a Northumberland or Gateshead school is an independent unit; and beyond the school walls schoolfellowship supplies no element of cohesion or association.

General influence of boys on one another comparatively slight.

That part, or supposed part, of a boy's education which is acquired, not from masters, but by the mutual intercourse of schoolfellows in their daily games and amusements, is not in demand, and is therefore, so to speak, not on sale. The parents who take advantage of local schools do not care to allow their children's habits and principles to be in any way formed or fixed by free and unrestricted intercourse with companions who merely happen to be receiving instruction at the same school, but prefer to keep the direction of these matters in their own hands.

Probably many do not think of the subject at all in connexion

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with education: those who do, are of opinion that the morality of a day school is higher than that of a boarding school; and this is the view taken by many masters. But, as from the nature of the case their experience is quite one-sided, their testimony cannot be considered conclusive on this point.

It is worth while to remark that the substitution of boarding schools for day schools would increase the price of education in Northumberland, and that all encouragement of intercourse between scholars out of school hours tends to destroy the equality of ranks within the school walls. This, however, is a subject which will fall more appropriately into place when I have to describe the boarding schools of Norfolk.

DISTRIBUTION AND LOCALITY OF SCHOOLS.

(A) *RURAL DISTRICTS.*

Locality of schools in Northumberland determined by the population.

The circumstance that all schools in Northumberland are day-schools naturally serves to determine their locality. Except in the towns and larger villages no schools are to be found of a higher class than parish schools; and in every place of sufficient size some school or schools exist, which, whatever their character, are attended by the children of farmers and tradespeople.

In this respect Northumberland presents another striking contrast to Norfolk, where, except in Norwich, Yarmouth, and King's Lynn, the phenomenon of a middle-class school may be said to be quite fortuitous and entirely independent of the wants of the immediate neighbourhood. Thus, for instance, there are no middle-class schools worth noticing in Swaffham or Wells, though there are at Fakenham and Diss; and at Beccles there is a large private school in spite of the competition of two well-endowed schools. So at Aylsham the dissolution a few years back of a private school with 80 boarders did not much affect the educational interests of the place, though it seriously interfered with the tradesmen's profits in the town. At East Dereham the best private school for boys in the county virtually excludes the children of residents, being strictly confined to boarders, and in like manner the best ladies' school of any size is in the middle of a country park, six or seven miles distant from any town of importance.

In Northumberland, on the contrary, the schools follow the population. Beyond the boundaries of the towns and larger villages the education of the middle classes, who form a remarkably small proportion of the population when compared with that in other parts of England, is almost entirely afforded by Church of England National schools supported by landed proprietors, or by schools of a similar class and character maintained by different denominations. After the Church of England, the English Presbyterian church has a numerical preponderance; but there are also schools in different agricultural parts of the county kept up by old Roman Catholic families.

No middle-class schools in rural districts.

All these schools are of a class that would entitle them to Government grants, and at least half of them are under Govern-

ment inspection. For a range of country extending 12 miles in all directions round Wooler to the boundaries of Berwickshire and Roxburghshire, I could only hear of one private or adventurer's school, attended, as I was assured, by less than 20 scholars, even at the most favourable season, viz., from Old Martinmas to Old May Day. All the scholars were described to me as being the children of hinds.

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Educational opportunities in the district round Wooler.

In each of the small hamlets which are scattered over this area there is generally a single school, either National and dependent on the support of a landed proprietor, or denominational and maintained by the prevailing congregation in the place. Thus, for instance, there are schools of this kind at Doddington, Ford, Lowick (2), Ancroft, Branxton, Cornhill, Kirk Newton, Brandon, Chatton, Lillburn Tower, Eglingham, Ingram, Glanton, Whittingham, and perhaps at other places. Of the 15 just enumerated 10 are under Government inspection, and may fairly be considered the best specimens of schools affording education to the farming class in this remote agricultural district. The proportion of pupils of this class will depend, however, not on the character and quality of the teaching, which must be accepted, such as it is, but on the number of farmers within a certain distance from the schools who may happen to have young families; and this number is liable of course to constant fluctuations.

This description of the educational opportunities afforded to farmers in the district round Wooler applies also to the districts of which Bellingham and Haltwhistle form the chief centres; and these three districts comprise the whole of the northern, western, and south-western divisions of the county.

Bellingham and Haltwhistle.

Schools of the same description, attended, however, mainly by the children of colliers and miners, supply the staple of the village education on the eastern coast and in the southern part of Northumberland. The schools lie more thickly together as the population becomes more compact; so that while the farmer is still compelled to send his children to one or other of them, he has at least in some cases the advantage of a choice of schools, which the more western districts do not afford.

Eastern coast and southern district.

Though all the boys and girls of the farming and trading class in the thinly populated agricultural districts invariably attend these schools till the age of 13 or 14, some of them (more especially the girls) are at that age transferred to southern schools "to finish." I am informed that the practice of attendance at the local schoolj up to a certain age is invariable, that of a subsequent migration southwards is not.

It is in these districts, and especially in the neighbourhood of the collieries and mines, that the effects of State aid to education have been most evident in superseding the adventurer's school, which a generation or two back chiefly supplied the instruction of all classes in these parts.

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(B) *TOWNS AND LARGER VILLAGES.*

Having now briefly noticed the case of districts in Northumberland where the education of the whole community is supplied by a single school, or at best by a limited choice between schools of the same description, I pass on to the towns and larger villages, where a certain competition and distinction between schools exists, and where the farmer and tradesman can exercise some degree of choice in the selection of a school.

By passing in review the actual middle-class schools to be found in the most important towns a general idea can be formed of the kind and quality of instruction which finds most favour with parents, and is best supplied by schoolmasters. I shall take the towns in the following order:—

Newcastle.	Morpeth.
Gateshead.	Alnwick.
North Shields.	Hexham.
Berwick.	Blyth.

(*a*) *Newcastle.*

Newcastle middle-class schools. Two large private schools.

The education of the middle classes in Newcastle is chiefly supplied by three schools, the grammar school and two private establishments. The two private schools are attended generally by pupils of a higher class than the grammar school, and the method of teaching adopted in both of them is better suited for boys intended for the learned professions. One of them has rather the character of a modern school. Special attention is paid to physical science and chemistry, but instruction is given to about fifty boys in Latin and in mathematics, including a little trigonometry. Some half dozen boys learn Greek and German, and about one boy in four learns French. Geography, English history, English grammar, and composition are subjects of considerable importance. The English history in this school is particularly good. The school is a boarding school, but not more than 15 out of nearly 200 boys are boarders.

The second private school is also a boarding school, with about 10 boarders and 90 day scholars. All the boys who have passed through the preparatory department attached to the school learn Latin, and about one boy in four learns Euclid and algebra. French is taught to about half the scholars, but no instruction is given in German. The Latin of the higher boys was about the best in the county, Morpeth and Berwick grammar schools and the private school last noticed being the only other schools where any progress is made in the intelligent translation of authors. Little or no Greek is taught, and in this respect only the instruction differs from that of a Norfolk classical school.

In these two schools the teaching in the higher classes allows more scope for individual and original thought among the pupils than that adopted in the grammar school at Newcastle. A few of the boys are encouraged to attempt composition in the English

language, and they are more or less habituated to the practice of writing down their own independent work on paper. On entering the last-named school I had no difficulty in collecting a number of boys, who without any warning or preparation sat down at once to answer a paper in arithmetic, Euclid, and algebra, and some of the work shown up was very satisfactory. Boys' Schools, Northumberland.

It is in this respect that these schools are superior both in their aim and method to the grammar school.* This is not the fault of the latter school, which really professes to perform other and not less useful functions. It labours under the disadvantage of losing its scholars at an earlier age than the other schools; the scholars themselves are mainly intended for trade, and the classes are so large that it is impossible to adjust the teaching to the capacities of the highest boys without entirely neglecting the lowest. Very little work is in consequence written down on paper by the individual boys, and the instruction is confined to a careful and accurate grounding in those subjects, or branches of subjects, which can be taught catechetically. The teaching being thus conveyed by question and answer, much more attention is paid in the languages to grammar than to authors, and in geometry to book-work and the text of Euclid than to problems and deductions. In the ordinary subjects of an English course, where the instruction is confined to facts and rules which can be repeated by word of mouth as satisfactorily as they can be explained in writing, this school is almost as perfect as a school can be, the knowledge of these subjects being very generally and equally diffused among all the pupils of a large class, and the eagerness and animation which every boy under examination displays affording excellent evidence of the success of the teaching. So with French, Latin, and Greek; questions in accidence and syntax, so far as they can conveniently be put by word of mouth, are in almost every instance answered with amazing rapidity and accuracy. Euclid and arithmetic are more intelligently taught; and I have no hesitation in saying that the oral instruction in the text of Euclid at this school is the best specimen of teaching of any kind that I have witnessed at any school. Grammar school.

Yet this school has never sent in a boy to a University local examination, and probably would not be very successful in any examination by written exercises. The best pupils at the private schools just noticed are more at ease with a paper of questions requiring some exertion of thought than the grammar school boys, who in their turn would quite eclipse the former in a *vivâ voce* examination on the Greek and Latin irregular verbs or the text of Euclid.

It is for this reason that, notwithstanding the remarkable efficiency of the teaching in this school, I place it on a lower

* In this and in other parts of my report I have not given any lengthened description of endowed schools, as a separate account of each is furnished elsewhere. But I have supplied such particulars respecting the proprietary schools in my district as are necessary for a complete insight into their constitution and results.

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grade than those in which a student has a chance of *discovering for himself* some few at least of the principles which underlie the rules imparted to him by his teachers. In the grammar school the best pupils cannot under the present system arrive at that stage of proficiency, and the school, which is an admirable one for a boy of moderate abilities and unambitious prospects, is calculated to dwarf and narrow the intellect of a thoughtful youth capable of aspiring to a higher rank of life.

Smaller academies.

There are at the most six other schools in Newcastle which may be considered as socially superior to working men's schools. One is a prosperous writing school, and another a smaller school of the same description. The rest are English schools. One of them I have not examined, but of the others it may safely be affirmed that all subjects beyond the ordinary English course of reading and spelling, writing, arithmetic, geography, and grammar might be discarded with advantage. The Euclid, algebra, Latin, and even the French taught in these schools are quite worthless.

The nine schools contain about 800 scholars, of whom 530 attend the three more important schools.

The remaining schools in Newcastle are either National, British, and endowed charity schools, or else private schools competing with them. I examined three or four of the private schools of this class.

Trinity House school.

There is a Trinity House School of Navigation, but the boys, who are about 20 in number, do not receive a special instruction. It is really a school of a superior description for the children of small traders and artisans, who are charged sixpence a week. Theoretically the boys are supposed to be intended for the sea, practically they go into various lines of business.

School of Art.

The School of Art at Newcastle is a successful and useful institution. The total number of scholars taught by its agency in 1865 was 2,239. At the time of my visit it contained 483 pupils, the large majority of whom attended the artisans' classes. These being cheap classes held in the evening, some boys of the middle ranks of life take advantage of them. But there are also special day classes, at a higher fee, both for male and female students, besides a similar weekly class for teachers and governesses. The school of art masters do not, however, visit any middle class schools for boys.

College of Medicine.

Newcastle contains one professional school, the College of Medicine, which is connected by express regulation with the University of Durham.

(*b*) *Gateshead.*

Gateshead middle-class schools.

The highest education imparted in Gateshead at the time of my visit was supplied by a private school with about 30 boys, of whom four were boarders. But the Anchorage School was seen by me at a disadvantage, as it had suffered lately from a constant change of masters.

The instruction given in the private school comprised, beyond the subjects taught in English schools, Euclid, algebra, history,

French, and Latin. The master had been but a short time in Gateshead; but the method of teaching adopted was sound, and the school is likely to do good service. If the Anchorage School should prove successful under its new master, the competition between the schools will be useful to both of them. At present there are not more than 50 boys attending these two schools.

There are two private schools which seem to belong to the tradesmen's group. One is a very remarkable school of its kind. The instruction is confined simply to the "essentials," with English grammar; no geography, history, mathematics, or languages are attempted. The school is a mixed school; and the girls are fully as well trained as the boys. Even the Newcastle Grammar School cannot compete with this school in the extraordinary rapidity and accuracy with which almost every scholar answered the questions, and worked the sums proposed to him. There was no exercise of thought or reflection in the process; all was effected by mere strength of memory and smartness of attention. The application of rules and processes was instantaneous: they were learnt blindly and punctiliously by heart; and I feel sure that not a single principle was understood. The writing of the pupils in this school is excellent; and though the instruction in arithmetic is oral, the ciphering book system is partly in use. The master, whose scholars are very successful in obtaining situations on the Quay side, explained to me that he did not approve of the system, but that the merchants required it. One of them had remarked to him that he considered it equivalent to the gain of a clerk's salary for one year to have a boy introduced to his office from a school where "ciphering books" were in vogue.

The other private school is a small unassuming establishment, where the boys seemed fairly taught English, including geography.

The number of boys in these two schools is about 90.

All the remaining schools in Gateshead are working men's schools. I visited two, and applied for permission to see a third; but those which I saw require no notice.

(c) *North Shields.*

North Shields middle-class schools.

There are three small schools in North Shields which are superior socially to the rest. They do not contain more than 50 boys between them. They differ in many respects. The master of one of them is a gentleman well known in Newcastle and the neighbourhood for the interest he has always taken in the cause of education. Some of his pamphlets on the subject are written with great ability, and he has long kept a school at North Shields, which was at one time much larger than it is at present. The subjects of instruction include Euclid, algebra, and Latin. History, geography, and French are not taught. A second school, on the contrary, devotes especial attention to history and general knowledge. The best description of its nature and objects is given by the master's own answer to the question—"What are the "subjects in your opinion best fitted for the majority of your

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"scholars?" It is as follows: "History, reading, geography, "arithmetic, grammar, composition, politics, news of the day, "biography, natural history, natural philosophy, book-keeping, "commercial hand-writing, mental calculation, travels, drawing, "&c. &c."

A third school lately established adopts an educational system, not so rigidly philosophical as that of the first-named school, and not so discursive as that of the other.

There are two large and useful tradesmen's schools in the town. The number of boys in them (they are both mixed schools) is about 150. Both are satisfactory schools of their class, and one of them especially, from which I regret to find I have received no returns, passed an excellent examination in the usual commercial subjects, including geography.

I believe there is only one other school in the town which contains any but working men's children. I asked leave to inspect it, but was refused. The master gave me, however, to understand that it competed with the Government schools.

The poorest class in the parish of Tynemouth, consisting chiefly of fishermen, have the advantage of free instruction at Kettlewell's endowed school, which is wrongly classed in the Digest of the Charity Commissioners' Report as a grammar school.

(*d*) *Berwick.*

Berwick middle-class schools. Grammar school.

The endowed grammar school at Berwick is a commercial and professional school, attended by about 35 day boys. The subjects taught are, in addition to the usual English course, Euclid, algebra, history, French, and Latin. There were no boys learning Greek at the time of my visit.

Corporation academy.

The chief, if not the only school belonging to the tradesmen's group, is the Corporation Academy, attended by a fluctuating number of boys, girls, and infants. At the time of my inspection there were about 100 boys present.

In my separate report on Berwick Grammar school, it is stated that in 1632 a voluntary subscription was set on foot for the maintenance of a Grammar School, which subscription has passed since 1663 into a customary payment exacted from every freeman on admission. Some of the earliest subscribers being desirous of having an English school, the Corporation Academy in a certain sense owes its existence to this circumstance. It would appear that the first payment to a schoolmaster out of the town stock was made in 1652, but it was not till 1798 that the present building was erected on a playground belonging to the Grammar School Trust. Since that time the Corporation Academy has been a very important commercial school.

The school, however, is not open to any but the children of freemen, and these do not include children from Spittal and Tweedmouth, which now form part of the borough of Berwick. The education is quite gratuitous, the school being maintained by the Corporation at an expense of more than 800*l.* per annum. The scholars belong to all ranks in life, and side by side may be

found the children of fishermen, tradespeople, and professional persons.

The accommodation is not sufficient to allow of an extension of the benefits of the school to others besides the children now privileged. But it is felt by some that, if the school accommodation could be increased, it would be desirable to open the school to the districts of Spittal and Tweedmouth, and also to the children of non-freemen. The latter would reasonably be expected to pay for their education as indeed they do in the similar institution at Alnwick. Although there would be no injustice in exacting a small fee from most of the children of freemen attending the school, such a payment would be very unpopular and the opposition to it would probably prove insurmountable.

At the same time the town clerk, a gentleman who from his experience and position is entitled to pronounce an opinion on the subject, suggests that an extension of the school can be effected without imposing any charge for freemen's children.

It appears that the Corporation of Berwick possesses property to the amount of about 10,000*l.* per ann. After the expenses of the Corporation (including the interest on a debt of 55,000*l.*) have been defrayed, the residue of this property derived from allotments is divided among the freemen under the name of "stints and meadows." The town clerk informed me very candidly that he himself as the oldest freeman received the largest dividend, something between 10*l.* and 11*l.* per ann.; but he lamented the existence of the system and thought that the residue of the Corporation property, instead of being portioned out among individual freemen, should be applied to public improvements, and more especially to education. If this could be done in such a way as not to affect existing interests, there would be a considerable sum which could be converted to public uses with but little private loss. My informant considered that in this way funds would be provided sufficient for such an extension of the school as is above proposed.

At present the school contains six rooms, one devoted to sewing under the charge of mistresses, and five class rooms, each with its separate master. One class-room is a writing school; one is the rector's or head-master's own room, with excellent appliances in the way of desks and maps; one is the English and one the mathematical master's room; while the fifth is given up to the juniors, who learn little beyond the essentials. The education is confined to the usual English course, with French and German. The latter language seemed to be more satisfactorily taught than in most schools. But I cannot speak favourably of the general result of my examination, so far at least as the boys were concerned. In dictation the boys' spelling was very bad, and their answers to an arithmetic paper, were equally unsatisfactory. The girls, on the contrary, did the dictation exercise very correctly, and their arithmetic was better than that of the boys. In the English master's room I heard a grammar lesson repeated by a junior

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class. Little or no oral explanation was given and the method of teaching was inferior to that generally adopted in Northumberland schools. The best department was apparently the mathematical, though the mathematics were practical, not scientific in their character.

The worst feature in Berwick Corporation Academy is the want of discipline. This is owing to the interference of parents. Though the school is nominally managed by a committee of the town council, freemen treat it as their own individual property. Boys are excused attendance and removed from particular classes without the rector's sanction or concurrence; and some of the rules framed by the committee tend rather to promote irregularity and to weaken the authority of the masters.

Yet with many defects the academy is an important institution, and the girls educated in it receive a sounder instruction than most of their sex and class. If it were properly managed and its benefits extended to all residents within the borough, there would be few more useful commercial schools in Northumberland.

From the practice of caning girls in the presence of boys and also from the defective provision made for the separate conveniences for each sex, it may be inferred that the school was originally founded on the model of Scotch borough schools and that no great changes have been introduced since its foundation.

There is now* some plan proposed for making two departments for boys and girls respectively. It is hoped that this may be effected by acquiring the grammar school premises, should that school be removed from its present site.

Private schools.

There is one private school in Berwick for boys and girls, containing about 30 boys, which should perhaps be considered as a tradesmen's school.

Two others, and one in Tweedmouth, rank only with the schools for the working classes.

The education provided for the poorer inhabitants of Berwick by British, National, or Union schools is said to be very complete of its kind; and the instruction given at the British school which is attended by the children of many non-freemen of the middle class, is such as to qualify the best pupils for clerkships and other situations affording a good opening for commercial life.

(*e*) *Morpeth.*

Morpeth middle-class schools. Grammar school.

To a boy of ability the grammar school at Morpeth offers the best education in the whole county of Northumberland. As I have explained in my special report on the school, the method of teaching is very much the reverse of that adopted at the Newcastle Grammar School.

There were, however, at the time of my visit only three boys learning Greek; and in mathematics two boys only had advanced

* See note on p. 278 (1867).

as far as trigonometry; but these students were emancipated from the mere servile acquisition of facts and rules, and having passed through this necessary discipline had arrived at a stage where they could safely begin to reflect and reason for themselves. The companionship and intercourse of such boys with one another, and the emulation excited by a comparison of intelligent work, tested by independent examiners, are elements essential to the success of a superior school; and no teacher, however laborious, can supply the want of them. Even at Morpeth Grammar School these advantages exist only in a very slight and imperfect degree; but such as they are, they give the school, viewed as a place of preparation for a higher course of study, a decided superiority over all other public schools in the county.

The institution of periodical examinations conducted by graduates of Durham University, and the competition of scholars from this school in the Oxford local examinations are the best features in the educational system; but it must be admitted that the number of boys* (30) reaping the benefits of this system is not large, and that while the senior and junior classes are in a healthy state, the intermediate classes are not. The same defect was observable in Holt School, a very similar institution, except that there Greek was more extensively taught.

As a mere training school for commercial pursuits Morpeth Grammar School is inferior to many in the county, and notably to the Grammar School at Newcastle.

There is a "tradesmen's" school in the town, respecting which I have no information, but the number of boys attending it does not exceed 30. It is not a mixed school. Private school.

These two schools do not contain more than 70 boys, and three is no other school in the town above the rank of a National school.

(*f*) *Alnwick.*

At Alnwick there are two schools belonging to the "tradesmen's school" group, the Corporation Grammar School and the Duke's School. Alnwick middle-class schools.

The first of these schools is described in my special report on endowed schools.

The other is a school founded by a former Duke of Northumberland, and maintained by his successors. It was originally instituted for 200 poor boys. The number is now limited to 100, all of whom are educated free of all expense. The Duke's school.

The class of scholars has been raised, not so much by any express act or resolution, as by the very advantages which the school affords.

The limitation of the numbers and the improvement in the class of scholars have naturally created some dissatisfaction, and one correspondent writes to inform me that very many of the

* Since my visit the numbers have considerably increased. I learn that there are now 43 boys, of whom four are boarders (1867).

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boys belong to the opulent classes, and that none, or hardly any, are admitted who do not show a certain amount of education, ability, and aptitude.

The Duke's manager, who gave me every facility for inspecting the school, explained to me that the changes recently introduced were not made with any intention of altering the character of the school, but merely to improve its efficiency. The boys belong chiefly to the poorer classes, but a few are admitted of a higher grade than the rest. As there is considerable competition for nominations to the school, all applicants are first examined by the master, and on his furnishing a satisfactory report the boys are appointed by the manager as vacancies occur in the school. In making his appointments the manager is influenced chiefly by the circumstances and conduct of the parents, subject, however, in every case to the intellectual test above mentioned.

The beneficial results of this entrance examination upon the teaching of the school are very evident, and give the master a great advantage over his rival at the Corporation Grammar School, where pupils of all grades are admitted without being required to know anything.

The Duke's School was formerly under Government inspection; but the late Duke objected to this arrangement, and the yearly examination of scholars has been discontinued.

There is a good school-room, but no class-room, the manager fearing that it might be used for the purpose of bestowing extra attention on the boys of a better class, who in some instances attend the school. In addition to a playground there are 24 little gardens contiguous to the school, which are awarded to the best boys, who receive the profits from their cultivation. All the arrangements connected with this school are pleasing and satisfactory, and the boys are very well-conducted. They belong to every rank in life, from the labouring to the professional class, and some of them remain at the school till the age of 15. Few are admitted under nine years of age, but there is no superior limit of age for admission.

The school is a Church of England school. Instruction in the catechism and attendance at church are compulsory. The master, who has an assistant, is a certificated teacher.

I was much pleased with the *vivâ voce* examination of the pupils. No languages are taught, but instruction is given in drawing and in the elements of chemistry.

The drawing, which is educational in its character, was in some instances very good. Casts of mouldings taken from Alnwick Castle furnish excellent models.

I set some questions to be answered by the pupils, but the master apparently does not understand the importance of adhering rigidly to the rule that a boy's work in an examination should be strictly his own. The answers, therefore, which I have received afford no real evidence of what the boys can put down in writing, when they are left entirely to themselves.

In this latter respect the Corporation Grammar School proved itself superior to the Duke's School. The pupils in this case underwent a strict *bonâ fide* examination, and though the result was less satisfactory than in the case of the Duke's School, the readiness of the master to conform in all respects to the recognized regulations of an examination gave me a better impression of his views as to the real aims and duties of a teacher.

The number of boys at the Corporation School is about 70; a few learn a little Latin, Euclid, and algebra. The knowledge of these subjects is, however, scanty and inaccurate, although it is not so entirely useless as at most private schools of the same grade.

Private school.

There is only one private school in Alnwick. The master declined my offer to examine it, alleging that in consequence of the competition of the Duke's School it contained for the most part the intellectual dregs of the town. The boys belong chiefly to the humbler classes.

(*g*) *Hexham.*

Hexham middle-class schools. Grammar school.

The grammar school at Hexham contained about 30 boys at the time of my visit. It is not easy to assign its right place in the classification of schools which I have adopted. The qualifications of the master, the method of teaching employed, and the occasional presence of boys who proceed to some higher place of education, would mark it out as a school of the "commercial and "professional" class; but the actual social rank of the scholars, and the pursuits for which they are generally intended, compel me to regard it as belonging to the second group. It is, moreover, open to* girls as well as to boys.

The education in arithmetic and English grammar is sound and good. Some Latin is taught, but history and geography are almost entirely neglected.

Proprietary school.

On the day of my inspection the proprietary school at Hexham contained 34 boys and 17 girls. I have already remarked upon the indiscriminate arrangement of the classes in this school, which is socially, though not educationally, a better school than the grammar school. I have also reported that the admission of girls is necessary to make the school self-supporting.

The school was originally established by two or three residents who, being desirous of obtaining a good education for their own children, clubbed together and built a school-room. They then engaged a master and mistress very much in the same manner as farmers engage an "adventurer" in a rural district. In course of time they admitted the sons and daughters of other residents, and at present the school is open to all persons who are willing to pay 4*l.* and 6*l.* per annum respectively for children under or above the age of twelve. The other school charges do not exceed 8*s.* per annum; but music and drawing are extras, the former at four guineas and the latter at two guineas per annum.

* The school is no longer attended by girls (1867).

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The school belongs to three gentlemen, who guarantee that the master's salary shall not be less than 100*l.* a year. They allow the master to use his discretion in the internal management of the school, and to appoint his assistant master and governess, subject to their approval; but they exercise a control over the dismissal of the teachers, the admission and expulsion of pupils, the studies, discipline, and conduct of examinations. They derive no pecuniary advantages from the school, and the receipts, which are collected by the master, are devoted to maintaining and increasing its efficiency. Out of them are paid salaries, rent, and all expenses. The balance forms the master's income, and is estimated at 200*l.* per annum. The assistant's salary is 50*l.* per annum. The governess, who teaches sewing, music and drawing, and (if required) a junior English class, receives 60*l.* a year. The school is not connected with any religious denomination, and no provisions are made for formal religious instruction, nor is any one responsible for it, but the school work begins, as in many Northumberland schools, with *extempore* prayer.

Discipline is enforced by detention in school, by "pœnas" and caning, inflicted publicly. There is an open space of two acres round the school which serves for a playground. Some pupils come in every day from a distance of two miles and dine in the school-room; but the majority of the boys are resident in the town.

There are three departments in the school: the classical, commercial, and English departments.

In the classical department about twenty* pupils were learning French and Latin. Nine had just begun German. In the commercial department all were learning writing and arithmetic; four were learning geometry, and five algebra. Mensuration and book-keeping are classed under this department, but there were no pupils in these subjects.

In the English department all learnt Scripture, reading and geography. Some were learning grammar, including syntax and analysis, composition, and dictation. History is not taught.

Fourteen boys learnt drawing as an extra.

I had great difficulty in obtaining answers from the scholars in consequence of their exceeding shyness. More than twice the time requisite in a school like Newcastle Grammar School was spent in extracting from both boys and girls knowledge which they perhaps all possessed, but which only a few would disclose. Thus only two boys and one girl could be induced to answer in English grammar, two boys in Latin and French, and one girl in the latter language. I was more successful with the second class in geography, which was on the whole satisfactory. The youngest children were very good in dictation.

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* In this number girls are included. The boys receiving instruction in Latin, French, German, and mathematics were 16, 11, 4 and 5 respectively. Three learnt music and 14 learnt drawing as extras. Eight are returned as students in physics, and the same number in English literature.

In arithmetic, I examined boys and girls of all ages, but the result was not good.

Though the children were extremely modest and well behaved, the discipline appeared to be lax. The pupils were orderly enough, but they lacked earnestness and were incapable of sustained attention. Not only did I fail to extract answers from a majority of the pupils, but I could not prevent them from examining each other's slates or helping their neighbours. They were more impatient than children at most Northumberland schools, at being detained a few minutes beyond the school hour.

There is an excellent school-room, capable of holding eighty scholars, there is also a class-room attached to it, and chiefly used by the girls for their special subjects, sewing and music.

Private school.

The only other school in Hexham is a private school of the lowest class. I visited it, and found the scholars, boys and girls, very deficient. The fault can hardly be ascribed to the master, who attempts to teach 86 children single-handed. The education was certainly not fit for any one who aspired to rise above the rank of a labourer or unskilled mechanic. A few arithmetical processes and grammatical rules are learnt by rote, but nothing of any kind was understood by a single child.

(*h*) *Blyth.*

Blyth middle-class schools.

There is a commercial school in Blyth attended by about 45 boys.* It is not a mixed school, but I assume that the lowest class is represented in it, as I noticed some of the boys were without shoes or stockings.

The education given is confined to commercial subjects, with the outlines of geography; a little smattering of Latin crops out now and then in the teaching, as, for instance, in the derivation of words occurring in a reading lesson. But the real substance of the instruction given in this school, which makes it, I think, the best private tradesmen's school I saw in Northumberland, is to be found in the English grammar and the commercial arithmetic. The English grammar was inferior to that at Morpeth and Hexham Grammar Schools only because the masters of these two schools have had the advantage of learning other languages besides English, but it was not surpassed in any other Northumberland school; and the commercial arithmetic was still better. Except the Euclid lessons at Newcastle Grammar School, I have heard nothing so intelligent as a lesson in arithmetic, in which the master catechetically taught his junior pupils how to work and explain a sum in "reduction." The arithmetic, however, was confined to the practical commercial rules, and none of the boys could point a sum in simple division of decimals.

Another school at Blyth, which I visited, was a purely working men's school, containing 86 children.

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* The master of this school reports that seven of his scholars have proceeded during the last three years to Edinburgh University. No boy certainly could be prepared at a school of this kind for either Oxford or Cambridge.

BOYS' SCHOOLS, NORTHUMBERLAND.

I was informed by the incumbent of Blyth that the children of professional gentlemen, such as surgeons, &c., often go to the National school for elementary instruction.

(*i*) *Smaller towns and villages.*

In no other place in Northumberland is there a single school essentially different from a parish school. Some, however, of the country towns or villages have two or more schools of this class.

Allendale. At Allendale, besides the Brideshill Grammar School, there is a proprietary school vested in certain trustees, who represent different religious denominations. It is of exactly the same educational character as the endowed school, and the subjects of instruction almost entirely confined to the "essentials." Owing in some measure to the inefficiency of the late grammar school master, it has been well attended by children of both sexes. The girls are not taught needlework, and the scholars are annually examined by a British and Foreign Inspector. The numbers were 43 boys and 13 girls, aged from 5 to 13, all taught by a single master.

At Wooler and at Belford there is a National as well as a Presbyterian School. All four schools are under Government inspection. In both places the Presbyterian school was represented to me as affording the better instruction, and as attended by the few scholars of a higher class who might be in want of schooling. I therefore selected these two schools for inspection They differ in no respect from ordinary Government schools.

Belford. The Belford school is under a certificated master and mistress, and a little geography is added to the usual branches of instruction. The school premises are remarkably good, and being very superior to those of private schoolmasters of the same class, while the teaching is satisfactory of its kind, it is not surprising that a third school at Belford, conducted by a private master, has been obliged to withdraw from competition. The numbers at Belford Presbyterian School were 91 boys, girls, and infants, most of them

Wooler. being the children of hinds. At the Wooler school the master sometimes has a French or Latin pupil; but the quality of the instruction given in these languages is not good, and the operation of the Revised Code will probably restrict the subjects for the future to the essentials with geography. The numbers on the day of my visit were 51 boys and 27 girls, but in the winter months they sometimes reach 140.

At Haltwhistle, Stamfordham, and Ponteland there are endowed schools, and in each village a private or adventurer's establishment as well. At Haltwhistle I examined both schools;

Stamfordham. at Stamfordham I visited the endowed school, and at Ponteland the private school. All were mixed schools, chiefly resorted to

Haltwhistle. by the children of hinds or labourers. The Haltwhistle private school was, in respect of the condition of the scholars, somewhat better than the rest, and four of the boys were just beginning

Ponteland. Latin. At the Ponteland school an older lad was studying

mensuration. All these schools lose a large proportion of their scholars during the summer months, and practically no real progress is made in anything except reading, spelling, writing, and ciphering. BOYS' SCHOOLS, NORTHUMBERLAND.

At Bellingham there are three schools for the poor. One, an endowed school under Government inspection, I visited and found to be simply a National school. The others are a British and a Roman Catholic School in no wise superior to it. But about five miles from Bellingham there is a small adventurer's school, in connection with the English Presbyterian Church, which is probably the best of its kind in the county. The farmers sometimes send their sons to board at houses in the neighbourhood of the school, in order that they may enjoy the advantages of the teaching there given. But there were no such boarders at the time of my visit, and the instruction was confined to purely English subjects, including geography and English history. Bellingham.

I did, however, see a youth in the town of Bellingham who had been prepared at this school for the University of Durham, and has since passed his entrance examination. He told me that he had read portions of Greek plays and of Horace's Satires, and that he had advanced in mathematics as far as conic sections; but on inquiry it turned out that he knew nothing of the nature or properties of the curves, and that he had merely got up some rules of thumb from Nesbit's Mensuration for the measurement of parabolic and other areas. In fact, his acquaintance with the simpler geometric conceptions and proofs was limited to a knowledge of the definitions and of a few early propositions in the first book of Euclid.

The school seldom contains scholars requiring more than a good parish school education, but, owing to the superior qualifications of the master and the comparatively limited number of pupils in so remote a spot, it is possible that now and then a plodding boy of some ability could be trained at the school so as to pass the examinations for an ordinary university degree. But the normal functions of the school are exactly the same as those of a superior parish school.

At Rothbury the endowed school supplies a sound elementary education to all the boys in the town, including the sons of farmers and tradesmen, and occasionally of some professional persons. For instance, at the time of my visit the son of a Presbyterian clergyman was receiving instruction there. The education is too good of its kind to allow of any real competition, and the only boys not attending the school are young boys, who are taught in a small mixed establishment kept by a lady. Rothbury.

At Haydon Bridge Grammar School, although the education is not so satisfactory as at Rothbury, the privilege of free instruction open to all residents prevents the establishment of a private school in the village. This, however, is not always the result produced by the existence of a free school in a small place, as may be seen from the instances of Stamfordham, Ponteland, and Haltwhistle. HaydonBridge

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It appears that when the master is not in a decidedly superior social position to the parents of his pupils, the latter prefer to see a second school established in their village, partly because it promotes competition and partly because it gives them an opportunity of indulging any private pique they may feel against either teacher. This leads sometimes to periodical migrations of scholars to and from either school,—an evil complained of by more than one schoolmaster in their answers to the schedules of questions.

Schoolmasters, their Social Position and Qualifications.

Social position of schoolmasters.

The social position of schoolmasters in Northumberland depends, of course, to some extent, upon the recognition of their qualifications. As my business was to examine learners, not * teachers, I feel some delicacy and difficulty in alluding to this subject; but a few facts which came under my notice, may be useful as illustrative of particular cases, though they should not be considered as data for any general conclusions.

Graduates.

Five masters of grammar schools and two private schoolmasters are graduates of Oxford, Cambridge, or Dublin. I do not know the precise number of Durham, London, and Scotch graduates; but I think that there are five or six.

Certificated teachers.

The number of certificated teachers conducting private schools is very small, but there are some employed in endowed and in parish schools. The master of the Duke's School, Alnwick, holds a certificate.

Other schoolmasters.

Of the persons conducting commercial or English schools few appear to have any credentials beyond their experience and success, which, when properly established, may fairly be recognised as certificates in themselves. Some few masters have appended titular initials to their names (E.C.P. and F.E.I.S.); and one styles himself at full length a Senior Licentiate of the Educational Institute of Scotland. The best evidence of his qualifications is furnished by himself in his answers to the printed questions, *e.g.*,

Their qualifications for teaching.

Question. What system of rewards and prizes is in use in the school?—*Answer.* No rewards nor prizes in use; but the cleverst boys get to be dux of his class.

Question. Is the school classified . . . . separately for every subject or group of subjects?—*Answer.* Seperately for every subject.

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* In 1865 schoolmasters were appointed to Allendale and Haydon Bridge Endowed Schools. In both cases there was a competitive examination of candidates. At Allendale the schoolmaster elected held a Government certificate. At Haydon Bridge it is necessary that the head master should be in priest's orders, and the gentleman appointed had graduated in honours at Cambridge. The examination of candidates for the head mastership is prescribed by the deed of foundation. It was stated to me that of the competitors for the vacant post two had distinguished themselves beyond the rest, one by his answers in mathematics, the other by the excellence of his Latin verse composition. The latter was eventually selected. Haydon Bridge School is practically little better than a parish school, and for many years there has not been a schoolboy in the whole county of Northumberland who could write a single line of Latin verse.

Question. What difficulties, if any, do you find in the discharge of your duty?—*Answer.* None in particular, unless defective accomodation, which, under present circumstances, cannot be remedied.

Question. Would it, in your opinion, be an advantage or otherwise, if your school were examined annually, and publicly reported on by independent examiners?—*Answer.* Yes; provided my accomodation was satisfactory.

Question. If such examiners are desirable, how should they be appointed?—*Answer.* By proffessional gentlemen in the neighbourhood, who have received a collegian education.

In answer to question 43, it is stated that the ordinary school education supplied to his pupils is sufficient without supplementary aid to prepare a boy of good ability for "Scholarships at the Scotch Universities;" but in reference to the other competitive examinations specified in the question, it is added "that his (the master's) "attention has not been directed to them."

It must not be imagined that the above answers afford a fair specimen of the literary culture of Northumberland schoolmasters in general; but I have received a few returns and letters which are not quite faultless in point of spelling, and without attaching undue importance to mistakes of this nature, I think it right to record all that are to be ascribed to ignorance. One teacher writes *seperately*, a second *untill*, a third *circumstences*, a fourth *occurrance* and *theorettically*, while a fifth sends the following sentences in a letter:—"If the artificers have the material "*prepaired*, the work will commence this week, but I have not "been able to ascertain *possitively*, &c., &c."*

The educational course expected by parents from commercial schoolmasters is so unscientific in quality and so limited in quantity, that no particular credentials are necessary from persons professing to supply it. They must, of course, be able to read and write fairly and to cipher pretty correctly; but their success will depend on their moral qualities rather than on their intellectual culture. In addition to a certain fondness for teaching and power of management, tact, common sense, methodical habits, patience, firmness, and evenness of temper are the really important requisites. A room furnished with a few desks and maps and an assortment of the cheapest books from which some modicum of knowledge may be extracted, are the materials to work with. All the geography and grammar necessary in the opinion of most merchants and parents for future clerks or shop assistants can be learnt by an intelligent and industrious man in the course of a fortnight. And no other subjects are required.

It is only when such a master oversteps his mark that his deficiencies betray themselves. The temptation to do so does not

* On the part of Norfolk schoolmasters only two instances of false spelling came under my notice. One wrote *perigrinations* in a letter addressed to me; another, a certificated teacher, not only wrote *fourty* in an arithmetic paper set to his scholars, but in correcting their exercises on English grammar invariably substituted *comparitive* for *comparative* wherever the word occurred. The opposite fault of leaving real blunders uncorrected was more frequent, and I have alluded to it in another part of my report; but this I ascribe to carelessness and not to ignorance.

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often occur; but in one school especially the master seemed bent on a voluntary display of his ignorance. Greek, Latin, Ancient History, and Euclid supplied him with various opportunities, and he blundered in all. It is not necessary to specify the nature of the mistakes made; but they were such as a public school boy of fourteen would have been punished for. Latin was professedly taught in this school; *i.e.*, Cæsar and Virgil were read. Not one boy could decline the relative pronoun, or give the perfect passive of *amo*. False quantities were incessant, but I do not attach much importance to them in the north, as they are generally disregarded. The only time I heard the quantity of a Latin word noticed was by a Scotch graduate. A boy read the word *fertĭlis* in his delectus, and was corrected and told to call it *fertīlis*.

But even in schools where the education is confined to English, the method of teaching grammar and arithmetic at once marks the difference between the really competent and incompetent man. Some few of the Northumberland schoolmasters, conducting quite second rate schools, were men not only of skill and experience in teaching, but gifted also with great natural sagacity and acuteness. But in point of literary and scientific attainments, none appeared to me at all equal to a self-taught private schoolmaster in Norfolk, whose acquaintance I had an opportunity of making during my inspection. In their methods of teaching, in the variety of their knowledge, and in the earnestness of their desire to add to it, three or four old fashioned schoolmasters in Northumberland were superior to any certificated teacher I have met with.

Socially non-graduate masters of flourishing commercial schools occupy much the same position as the parents of their best pupils. Private schoolmasters of this class, being free from the care and trouble of boarding establishments, are more independent in their relations with their supporters than they are in Norfolk.

Adventurers.

I have already referred to a class of schoolmasters in the rural districts, who are specially called "adventurers." The system which they represent is, I understand, not unlike that of the parish schools in Scotland, except that it is purely voluntary. In Scotland, as I am informed, the heritors of different parishes when appointing a schoolmaster, assign to him a salary between the limits of 35*l.* and 70*l.* per annum, regard being had to the size of the parish and the other emoluments which may *ex officio* accrue to the schoolmaster. The average amount is from 55*l.* to 60*l.* per annum, and my informant considers that such an average is a proof of liberality on the part of the heritors generally.

In Northumberland the guaranteed income is sometimes as low as 30*l.*, a sum less than the total amount received in money and kind by ordinary hinds or labourers. The "adventurer,' therefore, is generally inferior to a Scotch parish schoolmaster, many of whom are persons of some learning or scientific culture.

I heard some amusing accounts of the habits of the "adventurer" class, and as the same description of them was very general

wherever the class was known, I cannot consider it as altogether calumnious.

At one place I had been informed casually of a school as existing somewhere in the neighbourhood, and I expressed an intention to go in search of it. "You will never find it," I was told, "it is only a byre with a mud floor." My informant added that it was in a very desolate situation, and that at that season (harvest time) there would only be half a dozen scholars. Between November and May there might be a dozen or twenty. Next day, on repeating my inquiries, I was assured that I need not give myself any further trouble, for the master had been seen frequently of late in the village in a state of semi-intoxication, which was a sure proof that the business was dull, or that the school was up for harvest.

In another part of the country I was told by a clergyman that farmers did not object to the schoolmaster indulging on Saturday nights, if he could measure land, and would keep sober for his work on lawful days.

At a third place the master did not observe the last named stipulation, and the school was constantly shut up for a day or two in consequence. In this case the guarantee was so low, that a gardening job or other like work was frequently more remunerative than teaching. Thus his school, which he had kept for several years, was sometimes closed for a twelvemonth at a time. In this instance the farmers had the alternative of an endowed school, but they seemed to like competition. When dissatisfied or piqued with the endowed schoolmaster, they opened fresh negotiations with the adventurer, commenced a new subscription list and set the school at work again.

In a fourth village containing an endowed school a person lately removed on the ground of immorality from an appointment in a neighbouring workhouse had just opened a private school at the time of my visit. It was decidedly the more popular school of the two. The master's success was apparently not affected by the circumstances which had obliged him to open an adventurer's school, and it could scarcely be due to his intellectual fitness, for he is the Senior Licentiate of the Educational Institute of Scotland referred to in a former page (p. 300).

In another place the private schoolmaster (not a guaranteed adventurer, I think) informed me that harvest holidays not only suited the boys for field work, but fell in with his own arrangements; "for I hold my sales in September," he added. I learnt afterwards that he was the postmaster and auctioneer of the village.

A sixth schoolmaster, apologizing for the scanty information contained in his returns, writes as follows:—"Besides, I am par-
"ticularly occupied in making out surveying calculations and
"accounts for farmers beside us. They let their fields of
"potatoes, &c. at a rate per acre to families in town. Lots vary
"from 1 drill to upwards of 30 drills. I have more than 120

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"lots" from one farmer; properly they should be all given in "before the farmers settle with their reapers. It is, therefore, "impossible for me to give averages and details so minutely as I "would otherwise have done."

It will be seen from the above account that the adventurer or private schoolmaster in rural districts is poorly remunerated and obliged to depend on other sources of income besides his school. Even when he is entitled to respect by reason of his ability and conduct his inferiors speak of him in patronising terms. The ostler of the village inn who drove me over to a school, kept, I should imagine, by the ablest teacher of this class, volunteered the remark that "Mr. —— was a vara intelligent "young mon." Mr. —— proved to be a man of some education and the highest respectability, and to judge from his appearance ten years older than his panegyrist.

Proprietors of inferior town schools.

The teachers of the lowest class of town schools are subjected to all the social disadvantages incidental to a laborious and ill-paid calling. As parents often select these schools because they will not pay ready money, and as they are constantly removing their children from one school to another, it will be imagined that these schoolmasters have often a hard struggle to make ends meet. One schoolmaster writes as follows:—"I may here take the "liberty to remark that the fees are paid weekly, and are as "follows: Reading 3*d.*, with writing 4*d.*, with arithmetic 6*d.*, "and English grammar 8*d.* Weekly payments prevail in all "the schools of the town, with the exception of the Corporation "schools and one private school. The fees are, of course, too "low to realize a respectable living to the teacher of such a "school as mine, but in the other schools they are subsidized by "the Government grant, and are in consequence adequate to "cover all expenses. Weekly schools ought, in my opinion, to "be discouraged, as they are great hindrances to the pupil's "improvement. As the teacher has hold of his scholar only for "the week he has prepaid the fee, he has no heart to enter "earnestly upon the task of tuition, finding from daily experience "that the more faithfully he performs his duty the greater will be "the certainty of his pupils removing and going to another school. "There is not a boy in my school, or in that of any other in the "town, but has yearly made the circuit of the whole schools." The competition, moreover, was represented to me as being very severe in Newcastle. One master asserted that there were sixty private schools such as his. They are held often in small, overcrowded, and unhealthy rooms situated in dingy streets; but still the teachers impressed me as being often in point of intellect superior to the writing schoolmasters. For instance, their instruction is mainly oral and their arithmetic taught on the black board.

School Buildings.

School accommodation in Northumberland.

The schoolroom accommodation in all classes of Northumberland schools is very inferior to that in Norfolk. I have just alluded to the humbler establishments in Newcastle belonging to

private schoolmasters, and the same description applies to other private schools in large towns. In many cases school is held in small dwelling houses never designed for the purpose. The rooms were often hot and stifling when I visited them in the autumn, and could not be tidy or healthy at any time. In one of these schools I envied a boy who had come without his jacket, and in another school of a better class the heat was so oppressive that with every window open all the children were in a state of chronic and profuse perspiration. Sometimes, however, private schoolmasters hire the basement floors of dissenting chapels; others again, including adventurers in rural districts, are provided with buildings erected originally as schools. These buildings are naturally more convenient, but they are never furnished with a second or class room, and generally the appliances for writing are old fashioned and defective. In the writing schools, which almost invariably consist of a single room, there is more neatness and order, and the method of instruction requires an ample supply of desks and materials necessary for writing; but maps and blackboards are dispensed with. These, however, are always to be found in the tradesmen's schools, which I have classed as English schools, and in such schools the educational apparatus is generally sufficient, even when they are held in ordinary dwelling houses, as is not unfrequently the case with small schools. The schoolroom is sometimes formed out of two or more rooms by the removal of partition walls, but such an arrangement is never so satisfactory as the erection of a separate school building. Still parents in Northumberland really care but little about school accommodation, and the ideas prevalent on this subject are very much the same as those entertained by all classes in all parts of England forty or fifty years ago. Whatever improvements have been introduced into Northumberland in this respect are due to the spontaneous action of schoolmasters and school managers. Thus the best school buildings in the county are generally the most modern,* and belong to endowed or proprietary establishments. The Grammar School at Morpeth, the Duke's School and the Corporation School at Alnwick, and the Proprietary School at Hexham, are among the best, being large, clean, commodious, and well ventilated, although the Morpeth School is the only one with a class room always available for the general work of the school. The Grammar School at Newcastle is held in a private dwelling house, quite unadapted to the requirements of a large school, and though the premises are spacious, the arrangements for the several classes are out of date and very inconvenient. On the contrary, the largest private school in Newcastle is very complete and well arranged, and for a school of its numbers it is far the best

* Of the older school buildings in the county the most substantial and commodious are those belonging to the endowed schools of Haydon Bridge and Rothbury and to the Corporation Academy at Berwick.

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in the county. It contains nine very good class rooms, two or more of which can, by the removal of partitions, be formed into a long lecture room whenever occasion requires. Each master has his own room, which leads to an inconvenient practice of hourly shifting whole classes from one room to another, a practice which interferes with the orderly pursuit of study, and takes up considerable time. It certainly would seem more convenient and natural to shift the teachers instead of the classes. The other important school in Newcastle occupies two large houses thrown into one in the modern part of the town. The accommodation, intended for about 100 boys, consists of five class rooms, one a preparatory department under the charge of a lady, and the others appropriated to the master and his assistants, each of whom usually retains his own class and class room. The class rooms are large enough for 30 boys each, but there is no school room proper. On the other hand, the best private schools in Gateshead and North Shields, though comparatively small schools, have each a sufficiently large schoolroom, built expressly for the purpose, but no class rooms.

SCHOOL ASSISTANTS.

Staff of assistants insufficient,

The question of school accommodation is not unconnected with that of school assistants. In schools where the work is conducted in a single room there is generally but one assistant, if any; on the contrary, when the scholars are distributed among several class rooms there must be an assistant for each room. In inferior schools, as I have already remarked, the only assistance is that given by a pupil teacher or by some relative of the proprietor. This kind of assistance is usually not good for much; that of pupil teachers especially seemed to me worse than inefficient. The alternative plan of dispensing with assistance altogether cannot possibly be adopted in a school with more than 50 pupils, though I saw two or three schools in which the master attempted to deal single-handed with 80 or 90 scholars.

but economized by the practice of oral teaching.

In writing schools, assistants are not so necessary, as the master's duty is confined mainly to the inspection of copy books, and he troubles himself very little with oral teaching or explanation. At the same time oral teaching in a properly organized English school tends to economize the teaching power, if the object be to bring up large classes to a respectable standard without encouraging boys of special ability. Thus at Newcastle Grammar School there are on an average 220 boys receiving instruction from six teachers, one teacher being always off duty; and at the Duke's School, Alnwick, a hundred boys are efficiently taught by a master with one assistant. On the average one teacher to 35 boys is found sufficient wherever the instruction is imparted rather with the view of arousing the attention than of developing the reasoning powers of the boys. But in Norfolk semi-classical schools, such for instance as Saham Toney College, a teacher cannot take in hand so large a number and at the same time prepare any con-

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siderable proportion of his scholars for a formal examination by means of written exercises. And for the same reason if any change were introduced into the method of teaching now popular in Northumberland schools, so as, for instance, to prepare boys for the University Local Examinations, I believe it would be found that schools such as Newcastle Grammar School and the Duke's School at Alnwick would require an increase in their staff of assistants. This in fact is to a certain extent proved by the case of schools which attempt a higher course of education. In the two large private schools at Newcastle there is a teacher for every 20 boys, and at Berwick and Morpeth Grammar Schools, which, however, ought to contain a larger number of scholars, there is a teacher for every 15.

School assistants' salaries.

The only information I can give as to the salaries of assistants in private schools may be gleaned from the tables appended to this report. The salaries are certainly lower than in Norfolk, no assistant receiving more than 60*l.* per annum, with board and lodging. At Hexham Proprietary School, a school which, without departing from local customs, represents the most modern development of middle-class opinions on the subject of education, the assistant-master receives 50*l.*, and the governess 60*l.* per annum. At* Berwick Corporation Academy the mathematical master receives 100*l.* per annum, and the other male assistants (three in number) 80*l.* per annum each. In the endowed schools the assistants' stipends, though generally higher than in private schools, are so low as to preclude all hope of securing the services of an English graduate. The work of assistance in all Northumberland schools is accordingly undertaken by an inferior class of teachers. What, however, is wanting in knowledge and ability is to a certain extent supplied by zeal and laborious exertion. Thus, in Newcastle Grammar School, where the assistants are perhaps the best in the county, the satisfactory state of the teaching is in a great measure due to them, although they are only qualified to impart instruction in a mechanical way, very much as an average certificated master would. The efficiency of the Grammar School at Rothbury is in the same way attributable to the exceptional qualifications of the assistant master, who receives only 80*l.* per annum for his services.

Price of Education.

Day scholars.

The low rate of payment to assistants and to teachers generally is the natural result of a low current price of education. In the private schools which I have classed as working men's schools the cost to a labourer is at least as great as in a National school, but parents of a higher grade availing themselves of these schools, whether in towns or in rural districts, get the advantage of what may be called labourers' terms. Thus in the "weekly" schools, instruction—

Weekly schools.

* The rector or head master has a salary of 180*l.* per annum and a residence.

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In reading is to be had for 3*d.* per week,
In reading and writing for 4*d.* per week.
In reading, writing, and arithmetic for 6*d.* per week.
And in the same subjects (with grammar) for 8*d.* per week.

The "quarterly" schools of the same class offer much the same terms, instruction in all the four branches taught being charged for at the rate of about 30*s.* per annum.

Tradesmen's schools.

The charges in tradesmen's schools generally vary, not according to the elementary subjects taught, but according to the ages of the pupils. Four guineas per annum is the usual average for boys above ten years of age, two or three guineas being the charge for younger boys. But in these schools the ancient and modern languages are almost invariably extras, not often asked for and of very bad quality when supplied. Drawing also is very little taught in Northumberland private schools of this class, and the above average charges are not supposed to include it. At Hexham Proprietary School, where the general school fee for a course including Latin, French, and German, is 4*l.* per annum for children (boys and girls) under 12 years of age, and 6*l.* per annum for all others, drawing is an extra for which the annual charge is two guineas. This school is, with one exception, as expensive as any of its class in the county. The exception is a small school in North Shields, where the annual fee is 12 guineas, not because of any peculiar educational advantages offered by the teacher, but in consideration of its somewhat exclusive character. The school is too unimportant to notice, were it not that it is, as far as I know, the only instance of a school in Northumberland, where the current price is raised by considerations of a social nature. It is also remarkable that the master of this school complained more bitterly than any other of the insufficiency of his remuneration.

Commercial and professional schools.

The four schools which stand first in order in the appended tables for Northumberland are the* only private schools in the county in which a boy can possibly obtain any real knowledge of Latin or mathematics. In these schools the terms are higher. They are highest in the first school on the list, which is an old established school of good reputation, educationally superior to all the Norfolk private schools which admit day-boys. The terms in this school, exclusive of extras, of which there is a long list, are 8 guineas, 12 guineas, and 16 guineas for boys under 10, above 10, and above 14 years of age respectively. The second school in the tabular list has furnished no information as to the school fees for day boys. But except at these two schools and the small school in North Shields just noticed, there is not a single day boy at a Northumberland or Gateshead school whose education (every subject included) costs more than eight guineas per annum†;

* I ought to except School No. 6 in the tables, which I was not permitted to inspect.

† This is the charge for non-freemen's sons at Berwick Grammar School.

and the average price of education (if the two large private schools and the working men's schools be left out of account) would certainly be under 5*l.* per annum. BOYS' SCHOOLS, NORTHUMBERLAND.

This average price is lower than in Norfolk, but the terms for boarders are not. The reasons for this I shall explain in another part of my report. At present I shall merely give the amounts of bills charged at the three boarding schools which have supplied information on this point. Two of them are the two leading private schools in Newcastle, and the third is a newly-established school in Gateshead. Terms for boarders.

The highest bills for the year 1864 in these schools were respectively,

63*l.* 4*s.* 6*d.*; 59*l.* 3*s.* 2*d.*; and 42*l.* 0*s.* 0*d.*

The lowest were,

42*l.* 3*s.* 9*d.*; 33*l.* 0*s.* 0*d.*; and 30*l.* 0*s.* 0*d.*

The average being,

48*l.* 17*s.* 1*d.*; 43*l.* 13*s.* 6*d.*; and 36*l.* 0*s.* 0*d.*

The several items of which two of these series of bills are composed will be found given in detail on a future page (p. 437).

A prospectus of a fourth establishment, with seven or eight boarders, states the terms to be from 25 to 35 guineas per annum; but I have no means of ascertaining what is and what is not covered by the charge. The school is practically an English school, though it professes to supply several other branches besides English. At the same school dinner is provided for day pupils at a charge of one guinea and a half per quarter, an arrangement I have not observed in other schools, though it must be most useful in a district where day schools are in vogue. It is more usual for day scholars coming from a distance to bring their dinner with them and to take their meal in the schoolroom.

At a ladies' preparatory school in Newcastle, where there are eight or ten boarders at most, the charges are 25*l.* and 30*l.* respectively for boys under and over six years of age, extras amounting to about 6*l.* per annum. The boys in this establishment belong to a somewhat superior class, and most of them do not complete their education in the county. The terms at a similar kind of school kept by a clergyman in Yarmouth were about 10 guineas per quarter of 10 weeks; but another preparatory school in Norfolk, conducted by ladies, was, in my opinion, both better and cheaper than the Newcastle school. In this latter school, where there were 22 boys aged from six or seven to 12, the terms were from 23 to 28 guineas per annum, and the instruction as well as the domestic arrangements were thoroughly satisfactory. Nothing, in fact, could be better than the food and accommodation provided for the boys; but an experience of 10 years had proved that the terms were barely remunerative, and probably they have since been raised.

BOARDING SCHOOLS.

When the accommodation for boarders in Norfolk schools is compared with that in Northumberland schools, the relative dear- Boarding house accommodation

Boys' Schools, Northumberland.

inferior to that in Norfolk.

ness of these latter schools becomes more apparent. There are only two boarding schools in Northumberland sufficiently important to notice, and I have no doubt that they are the best in the county. These two I inspected. In the smaller school (as will be seen from the tabular statement) each boy has a separate bed and an allowance of 768 cubic feet for bed room. The rooms, moreover, are large and well ventilated, and in this respect the health and comfort of the boys are fully provided for. From personal experience I can further testify to the abundance and excellent quality of their fare, as well as to the pleasant relations existing between the boys and their master; in fact the school, in this respect, was as good as any in Norfolk, but there was not even an apology for a playground, the school being situated in one of the busiest streets in Newcastle.

In the larger boarding school there is a gravel enclosure containing 1,422 square yards, and an asphalted shed for use in wet weather; but, on the other hand, the bed room accommodation is very inferior. When I visited the rooms I thought them the worst I had seen anywhere, and I find by the master's return that the allowance of bed room for each boy is only 120 cubic feet. It is true that the boys sleep two in a bed, and it will be observed that the master of school No. 5 states that boys generally prefer a bedfellow; but the real explanation of this defective accommodation is, that the small demand for boarding schools in Northumberland renders both parents and schoolmasters inattentive and indifferent to the subject. Besides, people in the north of England, as in Scotland, have very different ideas from those of a comfortable Norfolk farmer as to the amount of space requisite for a bed room, and also as to the value of fresh air and the necessity for free ventilation.

It is impossible to determine by numerical calculations alone whether a given bed room is sufficiently large and well ventilated for its occupants, especially when they are numerous and of different ages and constitutions, and it is only by ocular inspection that a decision on these points can be fairly arrived at. Still under no circumstances can the minimum space for each boy of 12 years of age be reduced below 300 cubic feet,* and generally speaking, when the construction of a room and the means of ventilating it are taken into account 500 cubic feet will not be found too much as the allowance of bed room for each boy.

Playgrounds.

Few playgrounds in Northumberland.

I have already noticed in general terms the want of playgrounds in Northumberland schools. Out of twenty-four private schools furnishing replies to the schedules nineteen have no place whatever for the recreation of the scholars. Again, what is called a play-

* This calculation is based on the least possible dimensions of length, breadth, and height, viz., 6 feet for the length of the bed, 6 feet for the breadth between alternate beds, and 8 feet for the height of the room.

Boys' Schools, Northumberland.

ground in Northumberland would not be acknowledged as such by most Norfolk schoolboys. None of the five playgrounds attached to private schools would admit of a game of cricket, and the same remark applies to the enclosure in which Hexham Proprietary School stands, which notwithstanding is one of the best playgrounds in the county. The best is that at Morpeth Grammar School; but it lies on a considerable slope and is very inferior to the playgrounds of several private schools in Norfolk. The only other grass field, as far as I know, used as a playground is a small plot of ground, not half a rood in extent, at Brides Hill School, Allendale. Other of the endowed schools have either yards or open spaces adjoining the premises, where the boys assemble and run about, and there is a sort of closed lane near the grammar school at Newcastle, which is the only place of recreation for the 220 boys attending the school. In former times this school had a playground of two acres, but it was sold to a railway company and no other piece of ground assigned in its stead. In Newcastle however there are extensive commons just outside the town, and these must to a great extent supply the place of playgrounds in schools.

Moral Tone and Discipline.

Want of school tone in Northumberland schools.

The largest and in many respects the most important school in Northumberland, viz., the Grammar School at Newcastle, possesses no one room or open space, either within or without its walls, capable of holding one-fourth of the scholars. For this, as for other reasons already given, there is no intimate association among the scholars as such, many of whom must be complete strangers to one another; and both in this and in the other day schools of Northumberland the sentiment which is known as the school tone is unrecognized. It is therefore difficult to ascertain the prevalent standard of morality in any day school. There is however much truth in some remarks which I have received from an old fashioned Northumberland schoolmaster on this subject: "The good order "maintained in a school will be in proportion to the state in "which the school furniture is found, making due allowance for "tear and wear, according to the time it has been in use." He then alludes to the state of the conveniences for the boys as giving the best indication of the current tone of a day school. The same remark was made to me in Norfolk by certainly the best authority in the county, the head master of the Commercial School at Norwich. The only way in his opinion to keep a large day school like his free from the contamination of bad boys is to watch these places and visit them regularly, to hunt out all who offend by writing on the walls, and to expel them or punish them with exceptional severity. But it is obvious that no master and *a fortiori* no stranger formally visiting a day school, can form any but a superficial opinion as to the aggregate morality of the boys.

Good order maintained in large schools.

There can be no doubt whatever that good order and discipline are well maintained in most of the large Northumberland schools.

Boys' Schools, Northumberland.

Many of the boys have a roughish exterior, but, except at the Berwick Corporation Academy, the large classes characteristic of these schools were always under easy and complete control. One chief reason for this is that the oral method of teaching adopted in these schools interests all the boys alike. At Morpeth and Berwick Grammar Schools, which have but thirty scholars each, the behaviour of the boys was equally satisfactory, the mechanical and soldier-like regularity of the larger schools being replaced by a conscious propriety of manner, which was quite free from a certain taint of conceit and forwardness noticeable in two of the Norfolk Grammar Schools. The large private schools were also under good discipline, but I cannot say so much for some of the small private schools. In one or two, especially where corporal punishment is unknown, there was a want of order and attention, and several boys betrayed all the humours and caprices symptomatic of home and school indulgence. The result of my experience in both counties leads me to express a strong conviction in favour of large schools for all purposes of discipline, though whether laxity of discipline is a consequence of paucity of numbers or the converse is a point which I will not venture to decide in a general way.

Discipline in mixed schools.

I have already mentioned that the discipline at Hexham Proprietary School appeared to be lax, though the children were gentle and well behaved. At some mixed schools of a lower grade, where the numbers exceeded 50 or 60, the discipline was perfect; and I think that no stranger could fail to be especially struck by the modest and attentive demeanour of the girls in these schools.

Modes of enforcing discipline.

Discipline is left entirely to the master and assistants, the monitorial system being practically unknown. The nearest approach to it in a Northumberland school is described by the master in the following extract: "The punishments are varied, but always as "mild as circumstances will allow. Sometimes a 'fault book' is "given out to one of the children by turns, impressing upon them "their duty to be honest in recording the faults of their school-"fellows without any regard to partiality. This interests themselves in keeping order and observing the rules of the school. "If any one abuses his trust he is put down in my own check "book as a faulter, and not again allowed the trust until he "prove himself worthy of trust. This mode is used chiefly for "unnecessary noise and speaking, &c. &c. Corporal punishment "is always the last resorted to, but when inflicted always in the "presence of the whole school." The school in question is an adventurer's school in a very remote district, and retains, I should imagine, many of the peculiarities of a former generation. It is a good school of its kind, and though the numbers were under 30 at the time of my visit, the school was a pattern of good order. How far this was due to the "fault book" system I cannot tell; but I fancy that in many schools boys would not much appreciate a trust which merely required them to record their neighbours' faults.

The means of enforcing discipline will be found in the tabulated

statement. They are chiefly tasks and impositions, confinement to school, and corporal punishment.

Boys' Schools, Northumberland.

Tasks and impositions.

Tasks and impositions* are found to interfere with schoolwork, and the latter are often supposed to spoil a boy's handwriting. They are, therefore, not so common as might have been expected. Confinement to school during playhours is a punishment to the master as well as to the offender. One old schoolmaster in the north says that "it is reckoned a grievous punishment," and that "most boys would prefer a whipping." I think this is very probable; at the same time corporal punishment is practically the most common mode of correcting boys in the Northumberland schools. The punishment is not generally very severe. So far as I could learn, there is not a birch rod in either Norfolk or Northumberland, and flogging on the bare flesh seems to be unknown in the district. The instrument in use is either the cane or the taws. The comparative efficacy of the two may be inferred from the fact that at Haydon Bridge School *boys* are *tawsed*, and *girls* are *caned*.

Corporal punishment.

I do not think that corporal punishment is carried to any great excess either in Norfolk or in Northumberland boys' schools, and there is apparently less of it now than there was formerly. But everything must depend on the temper and character of individual teachers, and when there is no assistant or colleague to keep an angry man in check cases of unwarrantable severity and injustice will occur. On this subject it is difficult to obtain satisfactory information either from masters or boys; but I am inclined to mistrust the statements of masters who are very loud in disclaiming all use of the cane. One, for instance, who made an undignified appeal to his scholars to substantiate his assertions, was nevertheless reported to beat his boys unmercifully about the head and ears. Another, the only person who used either cane or taws in my presence, had commenced the afternoon's work by "edifying" the classes, in the course of which process he declaimed very unnecessarily against the brutality of some schoolmasters. In the course of my inspection he lost his temper, and though, at my request, he abstained from interfering with the class under examination, he seemed to me to be using his taws in other parts of the school in a singularly random and indiscriminate manner.

As it will not be necessary to refer specially to the punishments in vogue in Norfolk schools, such punishments being very much the same as in Northumberland, I will here state that I saw one school, and one school only in which a satisfactory state of discipline was maintained, as I believe, without any resort to corporal

* Instead of impositions a punishment is adopted at Norwich Commercial School, among others, which is known by the name of "cubes." It is simply the exaction of long multiplication sums instead of written words or sentences; but the master has certain memoranda of reference whereby he can tell at a glance whether the work is honest and correct. Some ingenuity is required to prevent the same boy from having the same "cubes" twice over, as also to prevent different boys from having the same cubes on the same day. The infinite variety of numbers with seven or eight digits each, is a security against the circulation of ready made lists of cubes.

Boys' Schools, Northumberland.

punishment or bodily assaults of any kind. This was a private school at Norwich. The master, though conscientiously opposed to the use of the cane, struck me as having that unusually firm and hard nature which boys dare not trifle with, and the pupils, chiefly sons of dissenting farmers, were a docile and orderly set of lads.

In answer to my questions on the subject of corporal punishment I was constantly assured that it was inflicted "only in cases of gross misconduct." The phrase is a very elastic one, and the meaning attached to it is tolerably loose. At one school, of which this expression is used in the written replies of the master, the boys of a particular form were asked, in my presence, whether any of them had ever been caned, and if so for what offences. To the evident surprise of the master the whole form, consisting of 30 or 40 boys, had been caned, and on my asking one at random what was his last offence and punishment he told me "twelve on the hand for whistling." I remarked afterwards to the master that this was unnecessarily severe, when he explained that the punishment had been inflicted by a hot tempered assistant, who was at liberty to cane the boys without reporting to anybody. The explanation seemed to me to be the most serious part of the matter.

Most schoolmasters of discretion and experience are of opinion that corporal punishment cannot be altogether dispensed with, but when inflicted it should be recorded before infliction. Masters should not acquire the habit of punishing boys in a moment of ill temper, a habit which will grow upon the best of men when subjected to the constant irritations of school life. Boys too should understand clearly that all corporal punishment is by way of correction, and not a mere gratification of spite or anger. The deliberate record of all acts of corporal punishment would tend very effectively to produce these two desired results.

I saw two or three schools in Northumberland in which the pupils enjoyed complete immunity from corporal punishment of all kinds. The results were not satisfactory. Such schools were small schools for spoilt children, and the punishments were remonstrance, impositions, and in the last resort expulsion. Anyone who has observed how dependent the very best private schoolmasters are on the caprices of unreasonable parents will understand their great reluctance to expel any boy, however bad an example he may be to the rest of the school. On the contrary, they are almost compelled to admit boys whose presence in the school they know beforehand will be a nuisance to themselves and a hindrance to the other boys; such is the competition among schools, that small private schools especially can exercise no choice in the selection of their pupils. Hence they contain often the most unmanageable boys with the least effective power of management. What some boys will do when not restrained by motives of bodily fear, few but schoolmasters know. Thus at a small private school of the class described, the master having a morbid antipathy to corporal punishment, was compelled at last

to resort to expulsion in the case of two boys, the sons of a magistrate in the town. A few days afterwards these "young "gentlemen" exploded a bag of gunpowder during lesson time just within the school door. No apology or satisfaction was offered for this outrage; apparently none was demanded, for the master when stating the facts to me described these former pupils of his as "high-spirited lads, but incorrigibly fond of mischief." He still hopes to manage his boys on his present principles; I have no doubt whatever that the attempt will be a failure.

From what I saw of the results in schools where the existence of corporal punishment was frankly avowed, and where it was really or professedly ignored, I am satisfied that the terror of a cane is necessary for sound discipline, and that a judicious use of it is the most salutary as well as the most summary mode of correction for boys. Indeed, persons sincerely anxious to have their children well trained and broken in have little to fear from the severity of schoolmasters; their great danger arises from the injudicious attempts of other parents to limit the master's discretion in the infliction of punishments.

Difficulties experienced by Schoolmasters.

Irregularity of attendance in Northumberland schools.

The crying evil of Northumberland rural schools is the irregularity of attendance during the summer months. Turnip-hoeing, haymaking, and harvesting all in their turn afford parents an excuse for withdrawing their boys from school. Nor is this practice confined to the hinds; farmers are quite as culpable in this matter. I have drawn especial attention to the subject in my separate reports of Rothbury and Haydon Bridge schools, and I will therefore only observe that the average number of scholars entered on the register of a free school, who habitually and by desire of their parents absent themselves from May-day to Martinmas, is quite 40 per cent.

This evil is also felt in the inferior schools of small county towns. Thus one master at Hexham stated that gardening reduced his numbers very considerably during the summer months. The following was an excuse delivered on the day of my visit to Berwick Corporation Academy:—"Aandrew F. hes ben at the "potatoes and cold not git aney soner." At this school boys are required to account for their absence by some kind of certificate, and in the belief of the Rector the certificates are continually forged. But as the penalty for truancy is removal from the school, parents have too strong an interest in the matter to furnish evidence against their sons; and thus an arrangement, sanctioned by the school committee for an object more or less legitimate, is productive of gross abuses which are beyond the power of correction. At Blyth the excuse for habitual and continued absence from school is furnished in the same way by the occupations of parents, many of whom employ their sons' services in fishing during the summer months.

Boys' Schools, Northumberland.

In a district where day schools are in fashion, there is always a tendency among ignorant parents to detain their children at home for trifling reasons, and thus masters complain not only of the habitual absence of scholars at particular seasons, but also of the irregularity of attendance at all times of the year. Want of punctuality is another evil felt in day schools, especially where education is cheap or gratuitous. And the mischief arising from all these causes combined is not confined to the absentees or defaulters themselves; the regular attendants suffer from the disorganization of the classes. Beginners also are retarded in their progress, when, as one master writes, "in consequence of this "intermittent attendance some of the little ones have to be taught "their letters three or four times over."

Want of home co-operation.

Where parents are indifferent about the attendance of their children at school it can hardly be expected that they will pay much attention to their lessons at home. "Want of hearty home co-operation" is the chief difficulty experienced by most schoolmasters, and in day schools the result of this parental apathy is that evening lessons are carelessly prepared without supervision unless it be that of a nurse or servant. That there is much justice in the complaints of schoolmasters on this head is proved by the superior intelligence and attainments of their own sons, whenever they may happen to be pupils in their fathers' schools. I saw several cases of this both in Norfolk and Northumberland day schools, and in every instance the master's son was the most advanced boy of his age in the school.

Interference of parents.

The ill-timed interference of parents is another subject of complaint. One master gives expression in one sentence to the two chief difficulties of private schoolmasters, and his mode of putting the matter will explain how the most apathetic parents are really the most meddlesome. "The dear boys" he says, "are allowed "to do what they please, and if the master correct them they "are removed."

Want of sufficient teaching power.

The low price of education in Northumberland, as I have had occasion to remark already, prevents the employment of sufficient and competent assistants. This difficulty I need not further enlarge upon; but I consider it certain that the majority of masters in the inferior schools are overworked and under paid. Their receipts, too, are precarious, and in weekly schools competing with British and National schools they have a monopoly of bad customers. Even in some of the better schools there seem to be bad debts. One master writes, "My bills are very badly paid, "allowing them to stand over as far as three years."

The constant migration of scholars from one school to another is unquestionably one of the greatest difficulties a teacher can have to contend with; it is, however, an evil chiefly felt in weekly schools, which come only indirectly under the notice of the Commission.

Special difficulties.

Of special difficulties mentioned by individual masters I select one or two. The first extract is from an old-fashioned Presbyterian teacher, and describes, in rather amusing terms, the

relaxation of school discipline since the opening of the neighbouring railways. Boys' Schools, Northumberland.

"The chief difficulty is a want of good government in the Families at home. Also excursion trains by railway going away, "others arriving, almost all accompanied by bands of music; "Sabbath school railway trips, with their music; cavalcades of "strolling equestrians with their music and processions through "the town. Holy days, athletic games, reviews, and sham "fights, &c. &c. The result is the children's minds are so "distracted and unsettled, that when they grow up to 13 or 14 "years of age and have to leave school, they are nearly twelve "months behind in their education to what they were previous to "1848."

The master of the Hexham Grammar School mentions as one of his difficulties, "the intellectual dissipation among intelligent boys, "from the abundance of trashy literature, which causes an indis-"position to severe studies." I have no doubt that there is much truth in this remark. Solid reading and severe studies are a great want in Northumberland schools. Boys, naturally intelligent and immensely sharpened by the peculiar method of teaching in vogue, must read something merely to satisfy their mental cravings. But as the schools do not help them to relish great authors, either of ancient or modern times, they fall back upon such reading as is cheap and amusing.

The master of Berwick Grammar School says: "The difficulties "in such schools as this are generally the existence of a privileged "class of pupils, and the legislation of local trustees."

The master of Morpeth Grammar School alludes to the lawsuit affecting the trust property, and complains that his house is not suited for boarders. I have referred to both these matters in my separate report, and I will merely add, that the dormitory for boarders in the master's house, though in some respects not ill-contrived, will not be used until it is properly warmed.

At Berwick Corporation Academy the direct interference of parents was mentioned to me as the great obstacle in the way of school management and discipline. There can be no doubt of two things: first, that the discipline of the boys in the rector's class room was most ineffective; and, secondly, that it is likely remain so, if any individual freeman is allowed to threaten a teacher with personal violence for correcting his son.

Prizes, Exhibitions, &c.

No rewards of any kind are given at the endowed schools of Newcastle, Alnwick, Rothbury, or Haydon Bridge; but prizes for general or special proficiency are awarded at Berwick, Morpeth, and Hexham Grammar Schools. In no case are they of any large value, and those at Hexham School are a voluntary gift from the master. Few prizes awarded.

At seven of the private schools which have furnished replies to the schedules prizes in books are adjudged once a year or more Objection of private school-

BOYS' SCHOOLS, NORTHUMBERLAND.

masters to prizes.

frequently. But many private schoolmasters object to the practice of giving prizes, and this feeling is as prevalent in Norfolk as well as in Northumberland. It is thought that the distinction of a prize causes jealousy, not only among the pupils, but sometimes among their parents; and to avoid this some schoolmasters dispense with prizes altogether, while a few distribute douceurs at certain intervals without discrimination to all, or almost all, their scholars alike. These, though called prizes, are not incitements to industry or rewards of merit, but are propitiatory offerings to pupils and parents.

No appropriated exhibitions.

There are no exhibitions appropriated to any Northumberland schools, but Newcastle Grammar School has a preferential claim to a scholarship of 16*l.* per annum at Emmanuel College, Cambridge. The claim has not been asserted for many years.

One of the most competent authorities on the subject of education in Northumberland, himself a trustee of Haydon Bridge Grammar School, stated his opinion to me that the great neglect of classical studies in the county schools was due to the want of exhibitions.

Newcastle Grammar School new scheme.

By the new scheme for the future government of Newcastle Grammar School it is provided that there shall be three exhibitions, seven premiums, and other smaller prizes. The exhibitions, of the yearly value of 40*l.* per annum, are not necessarily to be held at a University, but may be applied, with the sanction of the corporation, to the advancement in life of the successful candidates. The prize premiums, worth 10*l.* per annum, are tenable at the school, being awarded by the corporation on mixed grounds of poverty and merit. The prizes, which are not to exceed ten in number, are to be given after an examination, not, however, according to the award of the examiners, but of the head master.

At Berwick and Morpeth Grammar Schools the trustees are allowed to expend yearly in prizes a sum not exceeding 10*l.*, but no power is given under the new schemes for founding exhibitions.

EXAMINATIONS.

Examinations by written papers very rare in Northumberland schools.

The schools of Northumberland with Gateshead have only in two or three instances at most availed themselves of the University local examinations. Such examinations, in which written papers are proposed by strangers, are almost unknown in the county, nor are they calculated to exhibit the teaching of the local schools in its most favourable light. Though the masters of Morpeth, Berwick, and Haydon Bridge Schools are in favour of them, the master of Hexham Grammar School expresses the general opinion when he states that the best person to examine a school is the master himself. Thus at Newcastle Grammar School there is annually held a public *vivâ voce* examination in the Town Hall, conducted entirely by the master and his assistants, in the presence of the corporation officials and of the pupils' friends. The practice was originally adopted from Scotland.

Newcastle Grammar School examination.

Boys' Schools, Northumberland.

Dr. Collingwood Bruce, for a long time the most successful private schoolmaster in the county, informed me that it was first introduced into Newcastle by his father, himself a schoolmaster; his object being not so much to test the efficiency of his system, or the capacities of his pupils as to rouse the emulation of the boys and to gratify the pardonable vanity of their parents. The plan succeeded, and was afterwards adopted on a more imposing scale, and under the countenance of the municipal authorities, by the present head master of the Grammar School. This annual ceremony has produced good results, although it is not an examination in any strict sense of the term, that is to say, it does not test the efficiency of the teaching, except in a very partial manner. But some of its results are not good. It has quickened the energies of the teachers and the attention of the scholars in their daily lessons, and has imparted to the school instruction a vitality and animation very rare in grammar schools; it has probably also caused that general equality of proficiency observable throughout the classes; but on the other hand it has limited the scope and range of the teaching and destroyed all encouragement of thoughtful and advanced study, such for instance as might be promoted even if a small per-centage of the scholars were prepared for the local examinations or for the Universities. As the audience before whom the examination takes place consists for the most part of persons disposed to judge hastily and not qualified to judge accurately of the performances of the boys, the teachers train their classes not to think but to answer rapidly without thought. This is very evidently the fault which requires most correction in the teaching of this school; but the mode of examination adopted tends to perpetuate it. The examination, moreover, is not an examination but an exhibition of the boys.* A practised teacher catechizing his own scholars in presence of a mixed audience is under an irresistible temptation to produce only his best effects. Thus the examination, instead of being a test of weak points and a guide to future improvements, degenerates into a kind of performance for exhibiting to parents and friends the bright and successful side of the school. And this seems to be the popular conception of an examination among Northumberland schoolmasters. When consulted as to the desirability of instituting periodical examinations, they answer merely with a view to the effect on their own schools. One writes as follows: "Public "examinations confer little advantage upon a position so obscure "as mine." Another says: "A public examination would not "benefit or damage my academy;" although he adds; "Examina- "tions here are too much got-up for a show to be really "beneficial to the best interests of education." This idea that an examination must necessarily be of the nature of a public

Opinions of schoolmasters respecting examinations.

* In 1867 the master dispensed with the usual public examination, because he was not satisfied with the state of some of his asssistants' classes (1867).

BOYS' SCHOOLS, NORTHUMBERLAND.

exhibition, pervades other answers. One* gentleman, favourable to independent examinations, "would not like to put a flash face "upon them." A fourth writes as follows: "The examination of "schools is considered to be a great *sham*. The most ridiculously "inflated reports of school examinations are published in the *local* "*papers*, showing the 'very satisfactory' state of the different "schools, while the parents are well aware that their children "have done nothing for two or three months past but prepare "their examination lessons." Another gentleman, who has actually taken advantage of the Oxford local examinations, shows by his answer to the question that he only contemplated a *vivâ voce* test. His answer is, "No; as a general rule I would not "like to be at the mercy of an individual unknown to me. A wet "day, a disordered stomach, &c. would affect the report. To a "judicious examiner I would have no objection; I would fear "nothing, but rather welcome his presence." Other masters, apparently regarding the question as a proposition for State inspection, betray the same dislike of any such scheme unless with certain checks or limitations. One says, "Having had some "experience of Government inspectors, I do not fancy the pro- "posal would be popular among the teachers; but everything "would depend on *how* the matter would be carried on." He then suggests that the appointment of examiners should be "by the schoolmasters from among their own body, but "the examiners should, I think, be *sworn* to write no malicious "or false reports." And another master of the same class writes, "The preparation for a public examination entails a great loss of "valuable time, while it tends too frequently to degrade the "teacher and give a handle to *busybodies* to insult or calumniate "him."

Compulsory inspection of private schools undesirable.

I do not think that an attempt to enforce an inspection of private schools is either desirable or feasible. It is a misfortune, in my opinion, that so few Northumberland boys are prepared or fitted to pass the local examinations, and I consider it certain that the peculiar mode of teaching adopted in most schools would not stand the University tests. But it has advantages of its own, and if any change be desirable it can be easily effected without any external interference. Should a few influential persons take the necessary measures for making Newcastle a centre, and induce some of the leading schoolmasters in the county to send in candidates, it would be seen whether the education of the schools were likely to be improved, and in due course the legitimate

* After inspecting this gentleman's school, I received a letter from him containing the following remarks: "I am rather disappointed with my boys; but I find that I have taken too much for granted and gone too fast over arithmetic. The boys do a large number of sums daily from the board, but they have done them faster than they have reasoned on the conditions of the questions. I will take care that they do less and think over the sums they do." The boys' arithmetic on the whole was very creditable, but I quote these observations, which were offered quite spontaneously by the master, because they show how a really earnest and sensible teacher may take occasion from an independent examination of his scholars to find out and correct the weak points in his system of instruction.

operation of economic laws would attract support to those teachers whose schools gave evidence of earnest and successful endeavour.

Boys Schools, Northumberland.

At present Morpeth Grammar School is the only endowed school periodically reported on by an independent examiner who sets written papers to the various classes. At Berwick Grammar School there is an examination conducted by some person appointed by the trustees; but it is *viva voce*, and held in public. A similar mode of examination is prescribed in the scheme for the future government of Newcastle Grammar School. The Corporation School at Alnwick and the Presbyterian Schools at Wooler and Belford are under Government inspection, and one or two others are examined *vivâ voce* from time to time by independent persons, either deputed by the English Presbyterian Church, or at the invitation of a local landowner. These schools, however, are what I have called working men's schools, in which the presence of middle-class children is an exceptional feature peculiar to Northumberland.

Examinations at endowed schools.

VACATIONS AND HALF HOLIDAYS.

Vacations.

The vacations in Northumberland schools, following the old fashion, are shorter than in Norfolk schools; and the lower the class of school the shorter the vacation time. As this was a point to which the special attention of the Assistant Commissioners was directed, I may say that there is unquestionably a tendency under the modern school system to lengthen the holidays. Hence the period during which a school is at work is generally shorter in Norfolk than in Northumberland, as may be seen from the following table:—

—	Greatest number of weeks during which school is at work.	Least ditto.	Average.
Norfolk (12 private schools)	48	38	40·5
Northumberland (23 private schools).	50	40	45·5

In schools where the work goes on for 49 or 50 weeks in the year, the payments are for the most part weekly. It is therefore the teacher's interest to shorten the duration of the holidays, which may be put generally at five weeks; viz. four weeks at harvest and one at Easter.

In private schools of a higher class the masters naturally do not object to longer vacations, but they could not extend them unreasonably against the wishes of parents, nor is there apparently any disposition on the part of schoolmasters to do so. One master at North Shields, who for many years had the leading school in the town, was very loud in his denunciations against the modern

BOYS' SCHOOLS, NORTHUMBERLAND.

extension of vacation time. In former days he grudged all holidays except Christmas-day and Good Friday, but he is now obliged to grant four weeks in the year. At Newcastle it is rather a subject of complaint among schoolmasters and schoolmistresses that parents detain their children from school long after the summer holidays are nominally over. At that time of the year many Newcastle residents go to Tynemouth or to some other place on the sea side; and their children, being day scholars, cannot come back to school until their parents' return provides them with a place of residence in the town. They thus lose three or four weeks themselves, and delay the resumption of regular school work for the same period. This, though an evil especially incidental to the day school system, is not unknown in boarding schools as well, and the weakness of parents in this respect is provided against in the byelaws of Framlingham College. Every boy not appearing at the hour appointed for the return of pupils is fined 5*s.*, and an additional fine of 1*s.* is imposed for each succeeding day, unless the cause of absence is explained by a medical certificate or otherwise.

Half holidays.

There is a custom observed in most Newcastle, Gateshead, and North Shields schools which deserves notice. Wednesday is not a half-holiday, but Saturday is a whole holiday; and as school often breaks up on Friday afternoons at 3 p.m. all the year round, boys are allowed to remain idle from that time till the following Monday at 9 a.m., unless, indeed, they attend a Sunday school. I think the more usual custom, observed in Norfolk, of allowing half-holidays on Wednesdays and Saturdays, affords a better distribution of the time allotted to work and recreation.

2. NORFOLK (WITH BECCLES AND BUNGAY GRAMMAR SCHOOLS AND FRAMLINGHAM COLLEGE).

Boys' Schools, Norfolk.

Time spent in Norfolk.

I spent between 10 and 11 weeks inspecting schools in the counties of Norfolk and Suffolk, and investigating on the spot the various matters which bear upon the subject of middle-class education. Six weeks during the months of April, May, and June 1865 were occupied mainly in the examination of endowed schools, and in making such inquiries (at Norwich, Yarmouth, and King's Lynn for the most part,) as would enable me to select private schools for future inspection. The remainder of the time, which was early in the year 1866, was spent chiefly in the examination of private schools for boys and girls, but it was during this latter period, and after I had seen the Northumberland and Gateshead schools, that I visited the middle-class college at Framlingham and the endowed school at Holt. The two departments of King Edward's School at Norwich were more formally and completely inspected by me during my second visit, although I had partially examined the school and had made inquiry into its administration and management soon after my first arrival in the district. In June and July 1866, at the request of the mayor and town council of King's Lynn, I held two meetings for public inquiry into the foundation and endowment of the grammar school in that borough.

I first broke ground in Norwich, where I had the assistance of the Rev. Hinds Howell, Secretary for the Cambridge local examinations, who furnished me with the names of schoolmasters conducting the more important private schools in Norwich and Yarmouth. After interviews with several of these gentlemen, and with other schoolmasters, I thought it better to leave the selection of private schools undetermined till the proprietors of the larger establishments had had time to make themselves acquainted with the objects of the Commissioners.

I then turned my chief attention to the endowed schools in this part of my district.

SCHOOLS FURNISHING MATERIALS FOR INQUIRY.

(*a*) Endowed Schools.

Endowed schools in Norfolk.

The list of endowed grammar schools in the county of Norfolk, as given in the return printed by order of the House of Commons 5th July 1865, includes several which only exist at present as parish or national schools. The list is as follows:—

Norwich	King Edward VI. School.
"	Alderman Norman's School.
Attleburgh	Nerford's School.
Aylsham	National School.
Cromer	School.
Feltwell	Boys' Free School.

BOYS' SCHOOLS, NORFOLK.

Grimston	Endowed School.
Harleston	Sancroft School.
Hingham	Endowed School.
Holt	Grammar School.
Kings' Lynn	Grammar School.
Great Massingham	School.
Snettisham	Grammar School.
Thetford	Grammar School.
North Walsham	Sir Wm. Paston's Free School.
Little Walsingham	Grammar School.
Wymondham	Grammar School.

Norwich. King Edward VI. school.

The school of King Edward VI. at Norwich is now divided into two departments, the grammar and the commercial department, each of which must be regarded as a separate school.

Norman's school.

Norman's School is a superior kind of national school for the boys of a limited number of families. The scholars chiefly belong to the working classes, and none are above 14 years of age. The school is taught by a certificated master, and is under Government inspection.

Endowed schools no longer grammar schools.

The endowments of Attleburgh, Harleston, and Great Massingham schools are appropriated in aid of national schools.

Feltwell Free Schools are the existing representatives of Sir E. Mundeford's benefaction for the teaching of grammar. They are parish schools, not under Government inspection.

Cromer School is a parish school for boys of the poorest class maintained at the expense of the Goldsmiths' Company in London. None of the scholars are above 14 years of age.

The case of Aylsham School is peculiar. I venture to call the Commissioners' special attention to my separate report on the subject of this endowment.

Other endowed schools non-classical.

Of the non-classical endowed schools in Norfolk, the names of which are given in the digest of the Charity Commissioners' report, a large majority have but slender endowments, and were expressly instituted for the benefit of the poor.

The following are exceptional. They were either intended for scholars of all classes, or their endowments are sufficiently large to provide something more than the instruction of a primary school.

The* Boys' and Girls' Hospital and the Presbyterian Charity School at Norwich were founded for poor children, and are for the most part attended by such, but their endowments, especially that of the hospital, are now considerable. On visiting the schools I learnt at once that they did not come within the scope of the Commissioners' powers, except so far as it might be thought expedient to apply some portion of their income to the

* A further reference to the charity schools of Norwich will be found in a short detailed summary of Norwich charities given on p. 531. Although the present income of the Presbyterian school is not large, it will receive a considerable addition by the falling in of leases. There are some children of small traders and clerks, both at the Presbyterian School and at Balderstone's School. At the former school they pay 6*d.* and at the latter 4*d.* a week for their education.

further education of promising pupils attending the schools, or to the education of children of a better class.

Balderstone's School, on the contrary, was not expressly founded for the children of the poor. The scholars, with the exception of 16 free boys, pay 4*d.* a week for their education, and the school is as useful a one as can be supported out of the endowment.

There are charities of some value attached for purposes of education to the Norwich City Charity Schools, but there is no good reason for diverting them from their present application, especially as the middle classes in Norwich have already the benefit of a considerable educational endowment.

The endowed school at Shipdham was founded for children of the poorer sort, who were to be instructed in reading, writing, and arithmetic, and particularly in the church catechism. The endowment amounts to about 70*l.* per annum, and the school is attended by about 80 scholars paying weekly pence.

A portion of the endowment might possibly be appropriated to form an exhibition fund for the purpose of supplying a more advanced education to some children of the parish.

Saham Toney School has an endowment of about 50*l.* per annum, and the scholars (boys) are taught free.

Roughton School was founded for the instruction of men and women, boys and girls, inhabitants of Roughton, in reading, writing, and ciphering. The endowment, about 50*l.* per annum, together with a master's house, has been for some time devoted to the purposes of a free parish school for boys and girls.

Hamond's School, Swaffham, has an endowment of 22*l.* per annum, with a large house capable of accommodating 20 boarders. The house, however, is not the legal property of the charity, being built on the "camping ground," a site belonging to the town estate; nor is it adapted to the object of the founder, which was to establish a *free* school, with a preference for poor children. In former times the school was a classical school, but it has long lost that character, and is now attended by about 16 day boys, sons of local tradesmen, who pay 1*l.* a quarter for their schooling. The children of the poor, including Dissenters, attend the National School as pay scholars.

At Walpole St. Peter's, in Marshland, there is an endowed school for all children of the parish of either sex, who are instructed in reading, writing, and accounts. The endowment is is about 130*l.* per annum., derived from land, and the number of scholars varies from 45 in summer to 120 in winter. The children are charged according to the assessments on the rate book, but in no instance does the school fee exceed 3*d.* a week.

At Scarning there is a well-endowed school, once a classical and now a useful parish school. Some portion of the endowment might, without injustice to the poor, be applied to the encouragement of a superior education among all classes interested in the foundation.

Yarmouth Grammar and Commercial

It will be seen from my separate report on Yarmouth Grammar and Commercial School that the constitution of the Children's

BOYS' SCHOOLS, NORFOLK.

School; an old foundation recently modified.

Hospital, a non-classical school in that borough, has been modified so as to afford the means of establishing a useful school for the middle classes. This is a remarkable instance of the transfer of charity funds from a lower to a higher class of recipients. As the initiative was taken by the local authorities themselves, it is *pro tanto* evidence that a similar readjustment of educational endowments may be brought about by spontaneous local action. And it is an extreme case, for it is not intended under the approved scheme that boys of the class formerly entitled to the benefits of the charity should in any case be admitted to the newly established school. Many persons will regard this transaction as a high-handed misappropriation of charity funds. On the other hand, as there can be no question that far more important results will now be obtained from the same amount of money, the interests of education and the economical advantages of the new arrangement will recommend it in the eyes of others. In stating the cases of the non-classical schools above quoted, I do not presume to say that the principle adopted in the case of the Children's Hospital is practicable or desirable in all or any of them. I merely place the facts before the Commissioners in order to show that a diminution of the income appropriated to the purposes of elementary instruction is *primâ facie* possible, and that the surplus may with some show of advantage be devoted to higher educational objects. This conclusion follows from the fact, generally admitted by all unbiased witnesses, that a school of primary instruction, sufficiently endowed to be independent of the support of subscribers and of the weekly pence of pupils, is not so efficient as a pay school.

There is no such thing as a middle-class mixed school in Norfolk. All schools attended by pupils of both sexes belong to the lowest grade.

The Norfolk endowed schools for boys of the middle class are thus reduced in number to 12.

Three Suffolk schools included in the district.

On the confines of Norfolk and Suffolk there are two grammar schools, which from their situation are attended by Norfolk boys. These, together with the middle-class college at Framlingham, though all in the county of Suffolk, were included in my district by a special instruction bearing date 9th May 1865. The two endowed schools are Beccles Fauconberge's Grammar School and Bungay Grammar School.

All these endowed schools, 14 in number, have been inspected by me and separately reported on. Every facility was afforded me for inquiring into the condition of the schools and for examining the scholars.

Endowed grammar schools divisible into three groups.

Though all attended by representatives of the middle classes, they vary considerably in their character and objects.

They are either classical, semi-classical, or non-classical.

Classical schools.

Two, the grammar schools at Norwich and Beccles, have never recognized the University local examinations, and claim to be intended for a class of scholars socially superior to that for which the examinations were instituted.

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Norwich Grammar School.

The grammar school at Norwich, though it cannot be called a first-class public school (for it does not produce successful candidates for scholarships at Balliol or for minor scholarships at Trinity or St. John's,) is, nevertheless, decidedly the first school in my whole district, both as regards the kind of education attempted and the actual results obtained. Every year it sends up to the university a small but appreciable number of students, the number on the average being twice as great as that of all youths sent up from all the other endowed schools in the district. Though the pupils do not aspire to the highest academical honours, they are able to compete successfully for some of the minor distinctions of the university.

Other classical schools.

At Beccles, Holt, King's Lynn, and Bungay the instruction is such as to prepare boys of ability for a respectable academical career, but pupils proceeding direct to the universities from these schools would be still less able than those from Norwich Grammar School to carry off the chief prizes, though with moderate diligence they would pass the ordinary examinations at Cambridge. Socially Beccles school is reputed to be a superior school to the rest; but all of them are useful institutions for clergymen, professional gentlemen, and others who desire for their sons a sound general training at a reasonable price. They are of no less service as affording the means of discovering latent talent in boys, who, by timely removal to a school where the competition is more active and the teaching more systematic and scholarlike, may be developed into successful candidates for the highest academical honours. The previous education of the masters of these schools enables them to form a sound and cautious estimate of what a boy is likely to do on a wider arena and against well-trained rivals; and in this respect their experience of university examinations gives them a great advantage over ordinary private schoolmasters and certificated teachers, whose opinion of their pupils' abilities is liable to be exaggerated and is often at fault.

Reasons for considering them classical schools.

These five schools may be considered classical schools, because a fair proportion of their scholars are instructed both in the Latin and Greek languages. It is true that except at Norwich Grammar School I found no boy in any one of them better educated than the best boy at Morpeth Grammar School, which, however, I have hesitated to call a classical school; but at Morpeth only two or three boys learn Greek. Again, at Newcastle Grammar School, which I have not classed as a classical school, although about 60 boys learn Greek, the instruction in that language is confined to the rudiments of grammar. These no doubt are thoroughly taught in their way; but no boy is able to read a simple author with intelligence or relish, partly because the upper class is too large and unwieldy for individual instruction, and partly because the boys leave at a very early age. In the Norfolk and Suffolk schools, on the contrary, there are some pupils old enough to understand, and in a certain sense to appreciate, such authors as Homer, Herodotus, and Euripides.

North Walsham school.

I cannot pretend to assign a place on my list to North Wal-

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sham school. It was a classical school even in quite recent times; at present it is a nondescript institution, with no school organization. I can only treat it as an establishment kept by the master for purposes of private tuition.

Semi-classical schools. Yarmouth school.

In some respects the grammar and commercial school at Yarmouth might take rank as a classical school; the instruction in Latin especially being sound and intelligent. But owing to the restriction of age imposed on the scholars, who must leave school at 16, it is incapable of development into anything beyond a good semi-classical school.

The remaining endowed schools on my list are professedly semi-classical, that is to say, there is some pretence of teaching Latin and French in all of them. In four of them these languages are taught with more or less success, although English and arithmetic are the staple subjects of instruction. These are the Norwich Commercial School, and Hingham, Thetford, and Wymondham Grammar Schools. The best is the Norwich school, which for the extent of its usefulness and the soundness of its practical teaching is second to none in the whole of my district. Wymondham school is also a good useful school of this class.

Norwich Commercial, Hingham, Thetford, and Wymondham schools.

Non-classical schools. Grimstone, Snettisham, and Little Walsingham schools.

The endowed schools at Grimstone, Snettisham, and Little Walsingham can only be regarded as non-classical schools. The instruction in all subjects except the essentials is worthless, and even in the essentials the teaching is inferior to that of a good national school.

It is a remarkable fact that these three schools are the only endowed schools, except Norwich and Beccles Grammar Schools, which have not sent in candidates for the Cambridge local examinations. Their inferiority educationally (for Snettisham school is a flourishing boarding establishment, where boys are well cared for and taught to behave themselves,) is not a matter of chance, nor, so far as the analogy of private schools enables me to judge, is it due so much to any recognized defects in the schools themselves as to the improvements caused in other schools mainly by the institution of the local examinations.

(*b*) Proprietary Schools.

Proprietary schools. Saham Toney College.

There is but one proprietary school for middle-class boys in Norfolk. It is called Saham Toney Middle-class College and its existence is due to the foresight and munificence of the rector of that parish, who seems to have exactly anticipated on a smaller scale the objects which the promoters of the Albert Memorial College at Framlingham had in view when they designed that really noble institution. I visited and inspected both the school at Saham Toney and the middle-class college at Framlingham. They belong to the semi-classical group of schools, and are both excellent educational institutions of their kind. I had no difficulty in obtaining permission to see them both and to examine the pupils.

Framlingham College.

(c) PRIVATE SCHOOLS.

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I was not so successful, however, with the majority of the private schoolmasters in Norfolk.

Private schools.

I have already stated that one of my earliest steps was to call upon some of these gentlemen in Norwich, Yarmouth and King's Lynn.

From a careful examination of local directories I ascertained that except in these three towns the existence of a private middle-class school in any place was very much a matter of chance. This was afterwards confirmed by actual inquiry made during the course of my inspection of endowed schools, when it became necessary for me to visit several of the smaller county towns and villages. Owing to the preference shown by farmers and others for boarding schools, a town with a population of from 3,000 to 6,000 inhabitants will by no means necessarily contain a school of any importance attended by middle-class scholars.

Application made to private schoolmasters in Norwich, Yarmouth, and Lynn.

My personal applications for leave to visit private schools were confined for various reasons to masters resident in the three large towns. In the first place the best private schools in Norfolk (with one exception) are to be found in these towns. Again, Norwich and Yarmouth contain the only private establishments (with again the same exception) that have persistently availed themselves either of the local examinations or of the system of inspection instituted by the Cambridge syndicate, and it seemed natural to infer that the masters of such schools would be less jealous of interference than the majority of their professional brethren. Lastly, it was intimated that my reception in other schools might to some extent depend upon the manner in which I was received by the Norwich schoolmasters.

Accordingly in the months of May and June 1865 I called upon 14 gentlemen resident in the three large towns, whose schools were reported to be fair representatives of the middle-class schools in the county. To them I explained as fully as I could the general aim and purport of the Commission and the special design of the Commissioners in appointing persons to inspect schools and make inquiry in certain selected districts.

Objections made to proposed inspection.

One schoolmaster alone objected *in toto* to any interference with his business. Another, who consented, however, to answer such questions in the printed schedules as he thought proper, intimated to me pretty distinctly from the first that he would have no stranger in his school to examine his pupils. The rest, with more or less reluctance, consented to consider the whole matter, and inform me of their decision after they had perused the schedules of questions drawn up for private schools.

Schedules sent to 16 schoolmasters.

Schedules were accordingly sent to 13 of these gentleman, and also to three other schoolmasters whom I had been unable to visit.

Questions objected to.

In the majority of instances the questions did not give satisfaction. I soon learnt in various ways that some of them were considered offensive, more especially those which referred

Boys' Schools, Norfolk.

to the domestic arrangements for boarders, and to the amount of the bills charged. Unfortunately, to these objections I unconsciously added another by employing a clerk to distribute and collect the returns; but this objection was very soon removed when arrangements were made for having answers to the returns forwarded direct to the Home Office. Still the original objections remained, and the result was that I only received answers from six of the schoolmasters to whom schedules had been sent. One of these six declined to allow any inspection of his school. At the commencement of the year 1866 I renewed my application by letter to the gentlemen who had not furnished me with the information asked for, and at the same time sent schedules to the proprietors of 26 other schools in different parts of the county, to each of whom I addressed a letter specially requesting permission to visit his school and to examine the scholars.

Answers received from six schoolmasters.

Subsequent application made to 26 other schoolmasters.

Returns received from eight additional schools.

In answer to this second application returns were remitted from eight schools. One schoolmaster, however, who has answered the questions in the schedules did not grant me permission to examine his pupils. Another, a clergyman with a preparatory school for young boys, after making arrangements to receive me, was obliged to put me off in consequence of an accident in his house, and of a serious alarm of fever among his boarders.

On the other hand, I received an invitation from some ladies conducting another preparatory school to visit their establishment and test the results of their teaching. The schedules of questions, however, were scarcely applicable to their school, and instead of answering them they sent me one of their prospectuses.

Of the 14 returns remitted to me with answers two contained no information worth recording. They are from unimportant schools. One of them, which I visited under the idea that it was a school of a better description, proved to be a private day school for the lowest classes, such as I had imagined to be now quite out of date and superseded, at least in county towns, by Government and national schools. Of the remaining 12 schools which have sent returns one is the clergyman's preparatory school above noticed.

One classical.

Of the other 11, one is a classical school much of the same class and character as King's Lynn Grammar School. I have received full information respecting it. At the time of my visit it was under examination by a gentleman appointed for the purpose by the Cambridge syndicate. He has favoured me with a copy of his report. The domestic and other arrangements were inspected by me, and I also examined some of the junior boys.

Six semi-classical. Four non-classical.

The other 10 schools are semi-classical or non-classical schools. It is not easy to draw an accurate distinction between them, but I should say six are semi-classical and four non-classical.

All these schools are attended by the same class of boarders. These are invariably the sons of substantial farmers and well-to-do tradesmen. The day boys in most instances are the children of smaller tradespeople and clerks. There is scarcely a single scholar whose father belongs to a learned profession; and the

instruction in all the schools is specially directed to the training of boys destined for trade.

Boys' Schools, Norfolk.

Socially there is not much difference between the semi-classical and non-classical boarding schools. Some of the non-classical schools, for instance, are more expensive and attended by the sons of wealthier farmers than some of the semi-classical. The educational distinction between them is due to one or other of the following causes:—In the semi-classical schools the master is either a certificated teacher or a person with a special fondness for acquiring and imparting knowledge, or else the school has received an impulse from the Cambridge local examinations, which a shrewd man of business prudently makes use of for the purpose of improving his position with some of his "supporters." In the non-classical schools either the boys have come to school late and ill prepared or the schoolmaster is not competent to prepare them for the local examinations, or else he regards his business as differing in no respect from any other trade; and finding that parents appreciate an outlay of money or attention on domestic comforts and improvements more than they would an equal outlay expended on good text-books and good assistants, he invests his capital and conducts his concern accordingly.

Educational distinction between semi-classical and non-classical schools.

Although I have seen but a small proportion of the private schools for boys in Norfolk, there is no kind of school respecting which I have not got some information.

Specimens of all kinds of schools inspected.

The only classical private school of any importance in the county was visited by me. There is but one other small school of the same class, which I was not permitted to see.

I have seen most of the semi-classical schools.

I inspected a very favourable specimen of the comfortable boarding establishments belonging to the non-classical group which aim at satisfying the demands of parents requiring no instruction for their sons beyond reading, writing, and arithmetic; as well as two or three schools of a less pretentious description attended chiefly by day boys in that stratum of society which lies immediately above the working class.

The number of these humbler schools is now on the decline. The masters cannot in general keep pace with the National and British schools, and are admitted to be behind the age. Unlike the comfortable boarding schools, these have no advantages to offer in compensation for deficiencies of teaching. In some places their scholars are migrating to the better British schools, and at Norwich the commercial department of King Edward's School, which offers a really good practical education at low terms, seems destined to supersede many of them. Such as remain will only pick up dull boys, or perhaps those whose parents are disposed to be irregular in their payments. I saw, however, one favourable specimen of this kind of school. The master was an old man of sense and energy, and the teaching, though simple, was sound, and certainly superior to that given at private boarding schools, of which Snettisham School is the counterpart among endowed schools.

Private day schools.

BOYS' SCHOOLS, NORFOLK.

Objections to the inquiry.

The masters of these schools were not, I think, so averse from inspection as those of farmers' boarding schools. One, however, in answer to my repeated application for an interview, sent me word that "he was not my sort." Another writes as follows:—

HONᴰ SIR,

I BEG to acknowledge the receipt of your letter of the 23rd inst. and to say mine is a small School at the present about 10 or 12 Boys, greater part of whom are of the Church of England, and most of them small, had it have been 20 or 30 years ago, I should have been happy to have received your honourable visit, as it is, as I have stated above, it will afford me no Gratification to hear a few Juvenile children catechised, therefore I would rather it should not take place.

From this letter, which I have* transcribed exactly as it reached me, I infer that the writer is a schoolmaster of the old stamp, who objects to the stimulative system of the present day, and considers the demands of modern educationists to be both unreasonable and dangerous. Such persons naturally dislike any extension of that interference which has already diminished the number of their scholars.

The greatest objection to my visits was, I believe, felt by the masters of boarding schools, which attract by the reasonableness of their terms and the comfort of their arrangements rather than by the quality of their instruction. The masters of these schools are quite consistent with themselves when they urge that parents are the best and only judges of the manner in which a schoolmaster performs the duties expected of him. They therefore considered the interference of the Commission as unnecessary and inquisitorial. One asked me why his establishment should be subjected to this surveillance any more than the shop at which he purchased his groceries. Among this class of schoolmasters the parents of pupils are always spoken of as "patrons," "supporters," or "customers."

The masters of schools which have habitually availed themselves of the Cambridge local examinations have all, with one exception, returned answers to the Commissioners' questions, and with two exceptions have allowed me to examine their boys. As might be expected, they are the most sagacious and enlightened of their body, and they naturally feel that a school should have nothing to fear from a considerate and judicious inspection. One schoolmaster of this class who would not let me see his school at work stated vaguely that it was against his principles to admit a stranger into his

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* The handwriting of this schoolmaster is about as good as that of an average schoolboy aged twelve. The same is true of the writer of the following letter. He is the master of an endowed free school, which I at one time thought of visiting, though I afterwards learnt that it was only a labourers' school, engaged in a useless, if not mischievous, competition with the National schools of the parish.

Sir, I am obliged by your communication, have felt anxious for the cooperation of the School Commissioners. I regret, however, in addition to the disadvantages this school has had to labor under, (the particulars of which the Commissrs are acquainted) severe illness, from which I am slowly recovering, has prevented me doing more than, seeing the duties required by the Founder fulfilled, which provides that, ten boys should be taught reading, writing, &c. &c. I hope to be apprised when you propose visiting Coltishall.

schoolroom. A more definite objection was alleged by another schoolmaster: "The effect of this Royal Commission," he remarked, "will be to improve the endowed schools. This will damage the private schools. In future we shall only have the 'lame ducks.' Why should I assist an inquiry the result of which can only be injurious to me?" It is, nevertheless, only fair to this gentleman to mention that finally he was the first private schoolmaster who consented to answer the particulars of inquiry and to admit me into his school. Boys' Schools, Norfolk.

One gentleman, a clergyman and graduate of Cambridge, declined to fill up the returns, and refused permission to inspect his school, which, I am informed, is a small classical school. He took time to consider the matter, and eventually met my request with a short but decided negative. He was particularly offended at the printed questions, and criticised with peculiar asperity those which relate to the diet of the boys and the domestic arrangements of the boarding house.

That the number of the questions and the minuteness of the statistical forms have deterred some from answering the schedules I have no doubt whatever. In proof of this I subjoin the following memorandum, which accompanied one of the returns received from a private schoolmaster. Difficulty of filling up the returns. Apology from a schoolmaster for not doing so.

The proprietor of the above school, actuated by a sincere desire to contribute his modicum of information to the important inquiry which the Commissioners have in hand, has spent some hours in writing honest answers to the queries proposed. He then proceeded to the task of filling up the accompanying forms, but was dismayed to find that nothing less than three days of anxious clerkship would suffice to do it properly. If it were proposed to pay him for his time he really has not the time to devote to it. He therefore forwards the sheet of questions fully answered, but is compelled to leave the filling up of the forms as impracticable.

After I had inspected his school I received from him the following letter, which sufficiently proves his sympathy with the objects of the Commission:

"I feel a desire to express to you in some more durable manner than by mere word of mouth my sense of gratification in the issue of your visit to my school. I do not know the feeling of other schoolmasters on the subject; to me it is a pleasure to feel that I am not a solitary unnoticed worker in an ignored sphere of action. A visit from the great official world assures me that I am a wheel, however insignificant, in the great social machine. And (the independent action of the private schoolmaster not being interfered with) nothing but good can come, in my opinion, from the periodical visit of a man of competent learning; such an inspection will quicken and enlighten the diligence of the industrious man, and will let the indolent see how far they fall short of what is expected of them; and at least equal effects will be wrought upon pupils and parents." His views in favour of the inspection of private schools.

General Summary of Schools.

The middle-class schools examined by me in this portion of my district are 26 in number, viz.:—14 endowed schools, 2 proprietary, and 10 private schools. Summary of schools inspected.

The endowed schools are—

Norwich grammar school of King Edward VI.'s foundation.
Norwich commercial school of King Edward VI.'s foundation.

BOYS' SCHOOLS, NORFOLK.

Grimston endowed school.
Hingham endowed school.
Holt grammar school.
King's Lynn grammar school.
Snettisham grammar school.
Thetford grammar school.
North Walsham, Sir William Paston's school.
Little Walsingham grammar school.
Wymondham grammar school.
Great Yarmouth grammar and commercial school.
Beccles Fauconberge's school (Suffolk).
Bungay grammar school (Suffolk).

I do not take into account Norman's school, Norwich, conducted as a National school; or Cromer, Feltwell, Scarning, and other schools, which have passed into parish schools, though I visited them all and saw some of them at work. My remarks on these schools will be found in my separate reports. But I include Grimston and Little Walsingham schools, because, although they are not better than parish schools, there are other schools in both places expressly intended for the children of the poor.

The proprietary schools are,—

Saham Toney college school.
Albert middle-class college, Framlingham (Suffolk).

Of the 10 private schools one is a classical, five are semi-classical, three non-classical, and one a preparatory school.

The examination was partly *viva voce* and partly on paper The paper work included Latin composition in prose and verse (from Norwich grammar school), English dictation, analysis, and parsing; arithmetic, algebra, Euclid and trigonometry (the last from Norwich grammar school alone).

The total number of boys in these 26 schools was about 1,530; 715, 360, and 455 represent pretty accurately the respective numbers in the endowed, proprietary, and private schools.

GENERAL DESCRIPTION OF EDUCATION IN NORFOLK.

In Norfolk, as elsewhere, the great mass of middle-class boys are trained at school solely for the purpose of obtaining a livelihood in their own station of life at the earliest possible age. In Norfolk too, as in Northumberland, the ordinary farmer or tradesman does not affect to value education except as a means to the above end. Nine out of every ten persons belonging to this class consider that it is sufficient for a boy on leaving school to be able to read and spell, to write a good hand, and to cast up accounts.* All other studies are deemed superfluous, and if they

Advanced subjects in small demand.

* The views of most parents of this class are pretty correctly expressed in the following extract from a speech made by a late Lord Mayor at the opening of the City of London Middle-class schools: "What is wanted is a sound practical eduation; that boys should be taught to read, write, cipher, and draw, and if a little French can be added so much the better." When a person of wealth and position confines his ideas of commercial education to these elementary subjects, it is not surprising that a tradesman should require nothing more for his son.

happen to be treated as extras, are not thought worth the money asked for them. For instance, the following subjects are named in the prospectus of a school attended by the sons of farmers and tradesmen, and in the case of day boys by the sons of small retail dealers just above the level of skilled artisans.

Languages.	
Latin.	Reading.
French.	Spelling and Dictation.
	English Grammar.
Mathematics.	Geography.
Geometry (Euclid).	History.
Trigonometry.	Writing.
Algebra.	Mapping.
Mensuration and Land Surveying.	Drawing.
Navigation.	
Arithmetic.	

The master, who is quite competent to teach these branches, divides the year, consisting of 43 working weeks, into three terms. His fees for boarders include every school requisite, and are in no instance above nine guineas per term. The fee for day-pupils does not include school requisites, and is one guinea or 25*s.* per term, according as the pupil is in the lower or upper division of the school. There is an extra charge of one guinea per term in the case of those pupils, whether boarders or not, who study one language, or one and a half guinea when two languages are taught.

In this school, containing 50 boys, there were on the day of my visit three boys learning Latin and French, two learning algebra, and one learning Euclid.

The master himself writing to me during the course of a previous school term, says:—"The list of subjects that I undertake to teach comprises those that I have a pretty complete acquaintance with. There ought to be much employment for me in those subjects contained in the left-hand column, the demand is, in fact, ridiculously small. I ought to be fully occupied in teaching French: I have in reality about five pupils at the school, and three or four young men who visit me in the evening. I am happily of a vigorous temperament, and, accommodating myself to my circumstances, as people don't seem to value higher things, I apply myself to rudimentary subjects with as much earnestness as if I could undertake none other." I should mention that the writer is a man of sound learning, an accomplished French scholar, and a skilful and experienced teacher.

But all these qualifications in a master will not create a demand for superior education among the classes for whom this school is intended; while the professional classes, who might appreciate them, send their boys to schools of a different social grade.

There are, in fact, parents who look for a higher course of instruction within the limits of the county, and accordingly such a course is attempted at some schools with more or less success.

But still in some demand among the upper middle class.

Boys' Schools, Norfolk.

These schools are in most instances attended by boys of the upper middle class, such as the sons of landed gentlemen, clergymen, and other professional persons, with an admixture from the ranks of wealthy yeomen and substantial tradespeople. This element, which only just leavens the best Northumberland schools, is predominant in the best Norfolk schools, and keeps up in them a steady demand for classical instruction. The demand, however, is comparatively not so great as it was 50 or 60 years ago. At that time several of the endowed schools were, it is said, efficient classical schools, and it would almost seem as if the reputation of Porson, himself originally a poor Norfolk boy, had for a time given an impulse to the study of Latin and Greek throughout the county. But the reduced number of classical scholars in these days is mainly owing to the increased facilities for travelling, which enable gentlemen of independent means, although themselves educated in Norfolk schools, to send their sons to Eton, Harrow, and Rugby. Thus the provincial schools, which aim at imparting instruction in the classics, are suffering from a partial desertion of their original class of pupils, while they have not succeeded in attracting any large number of scholars from the inferior ranks of society. For even in the best days of Valpy, Parr, and Kidd, the great mass of farmers and tradesmen were probably not better educated than at present, and their sons, who are the older generation of the present day, do not set any high value on the education which was successfully imparted at the Norwich Grammar School when they were boys.

This demand met by the classical schools.

Still a certain number of schools, endowed schools especially, continue to provide an education sufficient to prepare boys in a general way for professional life, and in some special instances for admission to the Universities. These schools are at most seven in number, including Beccles and Bungay schools. Of the seven, Norwich Grammar School is unquestionably the best, and it is quite possible that a master of very remarkable skill and reputation might raise it to a level with the best public schools in the country. The other * endowed schools are not likely to attain any such position, but under good masters they should always be respectable and useful institutions, imparting a sound general instruction together with a fair knowledge of classics and mathematics. If properly conducted and administered, and if the curriculum of school work be judiciously enlarged, they do not seem likely to fail for lack of scholars requiring the education they profess to give, and so long as they do not fall off from their present numbers, the superior quality of their teaching should preserve them from being converted into mere English or commercial schools. For in the present day such schools require special protection from the ignorant criticisms of those who estimate the usefulness of a school solely by the

* I am speaking of Holt Grammar School in its present condition. As I have shown in my special report this school ought to be at some future time one of the most useful and important in England.

number of scholars, without at all regarding the standard of education attempted or attained.

BOYS' SCHOOLS, NORFOLK.

The earnestness of a parent's desire for the education of his boy is ascertained generally by two tests; first, by the yearly expense, relative to his means, which he is willing to incur for this object; and secondly, by the length of time during which he will allow his son's education to be a tax upon his purse.

Parents influenced by mixed motives in making selection of schools for their sons.

These tests, however, cannot be applied absolutely in Norfolk. For, in the first place, a parent when he selects a school for his son does not consider solely what is the best place for his mental training. A small minority perhaps may think it unjust to their children to debar them from the advantages of a superior school merely because it contains the sons of tradesmen or other boys with whom they do not as a general rule wish their sons to associate. But most persons, upon higher grounds as they believe than a mere selfish pride, regard it as a disadvantage to their children to send them to a school where an undoubtedly good education is counterbalanced by a comparatively low social status. Thus it happens that the price nominally paid for schooling at boarding schools in Norfolk is given, not in consideration of the quality and extent of the instruction offered, but rather in acknowledgement of the exclusive character and constitution of the school. And to this must be added the special nature of the household arrangements, the provision for the recreation and amusement of the pupils, for their health and gentlemanly deportment as well as their moral and religious instruction. All these points are in a great measure disregarded by Northumberland parents of the middle class. They attach less importance to them, and, moreover, do not consider it to be the business of a school to attend to these matters.

Boys of the upper middle class kept at school longer than others partly from social considerations.

Again, the age at which a boy leaves school is very materially affected by the nature of his future business in life. A parent intending his son for a profession or for the military or civil service must, *nolens volens*, keep him at school, although he may not value education, as such, more than a farmer or a tradesman does. The parent's virtue in this instance consists rather in choosing for his son a profession which requires such an education, than in any desire to increase the boy's opportunities of learning. This should be remembered in justice to farmers and tradespeople, who are, as a class, constantly reproached with taking their boys away from school at too early an age. Whether this early removal of boys from school be unavoidable or not, the superior earnestness of the higher classes in this respect is to some extent more apparent than real; for parents of these classes are not subjected to the temptation of being able to procure for their sons at so early an age that maintenance and position which their social standing is supposed to demand. Nevertheless, the age of the oldest pupils in Norfolk schools gives the means of estimating the number of youths destined for learned professions, and therefore (quite irrespectively of their parents' views on education) requiring instruction in the more advanced branches.

Boys' Schools, Norfolk.

It will be seen that the number is much more considerable than in Northumberland.

Age at which Boys leave School.

Number of boys above the ages of 14 and 16.

At Norwich Grammar School the proportion of boys above 16 years of age is usually more than 20 per cent.; that of boys above 14 more than 50 per cent. In the other endowed classical schools the corresponding numbers may be taken, on the average, to be 12 and 40 per cent.

Classical schools.

At the one private classical school in the county from which I have received information (the only one of any importance), the corresponding proportionate numbers are 13 and 38 per cent. respectively.

Semi-classical schools.

Of semi-classical schools only three are returned as having pupils above 16 years of age; the whole number is only nine out of a total of above 650 boys, which gives a proportion of about 1·5 per cent. Of the three schools, Wymondham Endowed School has more than 4 per cent. on its full numbers, and the other two, which are private schools, have respectively above 5 and 6 per cent. But in the case of these scholars it would very possibly be found that they are not the most advanced in their studies, and that their continuance at school beyond the usual age is due either to their dulness or to early neglect.

In the Norwich Commercial School there are no scholars above 16 years of age, and the proportion of boys above 14 is about 18 per cent. The average proportion of boys above 14 in 14 schools, endowed and private, which are not classical schools, is below 15 per cent. The numbers in the individual schools vary from 0 to 30 per cent., and the largest proportions are to be found in schools which send in candidates for the local examinations. The total number is about 100 out of 750.

Early removal of boys from school partly encouraged by the local examinations.

More than one schoolmaster, however, has complained that the local examinations seem likely to diminish the number of boys remaining at school after 14. Many parents, when their sons have passed the examination for juniors, with or without honours, consider that their education is complete, and remove them at once from school. This is observable in the Norwich commercial school; and in consequence of this unforeseen result of the examinations, the master of the best private classical school in Norfolk has discontinued sending in candidates, and during the last three years has submitted his whole school to the course of inspection instituted by the Cambridge Syndicate.

Age at which boys intended for trade and agriculture leave school in Norfolk.

As a rule boys intended for trade do not remain at school much after the age of 14, and in this respect the practice in Norfolk is the same as in Northumberland. These boys are put to business as soon as the outlay on their training can produce a direct and adequate return. Boys intended for agriculture do, however, remain somewhat longer at school, nor is their course of education interrupted, as it is very frequently in Northumberland, by long

and constant periods of non-attendance. When once they are at school they continue there, until they proceed to farms to receive practical instruction in agriculture; whereas in Northumberland during seasons of heavy work, and when it is necessary to make the most of fine weather, farmers' sons are taken from school to work in the fields. But, on the other hand, the real education of the Norfolk boy begins later than that of the Northumberland boy, and the instruction which he receives at a private boarding school is not so effective as the fitful and irregular training which many get in some of the Northumberland schools. Probably, however, boys intending to be farmers enter upon business in either county with much the same amount of general knowledge, although it has been obtained in either case by different processes. In spelling the Northumberland boy would have the advantage owing to his training in a parish school at an age when there is little temptation to take him away from his lessons. I am also inclined to think that the processes of oral teaching adopted in the northern county are so much more stimulative than the routine work of an ordinary Norfolk school, that if it were not for the retrogression of individual absentees and the disorganization caused by their return after some months' absence, the Northumberland boys of this class would be decidedly better trained than the Norfolk boys. This remark, however, does not apply to the Norfolk schools which compete in the local examinations, with which I class the Suffolk middle-class college at Framlingham; for* although it has not yet had time to prepare candidates, the system of instruction is directed towards this as one of its main objects. Within one year from the opening of the college there were boys, intended for agricultural pursuits, whose general training was far more advanced than that of most farmers' sons in Northumberland; and in the same manner the best pupils in the Norwich Commercial School were in some important respects superior to those in Newcastle Grammar School, which is unquestionably the best school for the purely commercial classes in the whole county of Northumberland.

Boys' Schools, Norfolk.

Results of Norfolk and Northumberland schools for farmers' sons compared.

It will thus be seen that as the education of boys assumes a higher character and requires a more scientific method, the schools in Norfolk which supply this kind of education become comparatively better than those in Northumberland, although the middle-class schools in the former county, in which the instruction is practically confined to the elements, are less efficient than parish schools in the north, and possibly than many Government schools in Norfolk itself. This superiority in Norfolk schools for the higher middle class over similar schools in Northumberland is still more evident when the results of the best classical school in each county are examined side by side. Morpeth and Norwich Grammar Schools are the best representative schools of their grade, and the superiority of the Norwich school is unquestionable.

The best schools in Norfolk better than the best in Northumberland.

* Since the above was written Framlingham College has sent in candidates for these examinations (1867).

BOYS' SCHOOLS, NORFOLK.

In fact, Morpeth and Berwick Grammar Schools would take rank after all the endowed classical schools in this portion of my district, and are rather to be classed with the Yarmouth Grammar and Commercial School, a school which stands half way, so to speak, between the classical and semi-classical schools of Norfolk.

CLASS SCHOOLS.

In Norfolk social considerations affect all educational questions,

I have already stated that in Norfolk* social considerations outweigh educational considerations in the eyes of parents of all grades. Thus all local schools are class schools. The gentleman and professional man shun a tradesman's school; the tradesman and farmer shun a labourer's school. The feeling is equally strong in all the subdivisions of the middle class. When the new scheme for King Edward's School at Norwich provided that the grammar and commercial departments should be held in separate premises, the large increase in the expenditure for buildings and the obvious educational disadvantages arising from two schools served partly by the same teachers did not deter the promoters of the scheme from what they considered to be a social necessity. In the same way, the dispute respecting the King's Lynn Grammar School, to which I have adverted in my special report, really turns upon the social rather than the pecuniary question involved in it.

So again with private schools. The best private school in the county is a boarding school established in a large market town, but day boys are strictly excluded and upon social grounds alone. The most important private school in Norwich does admit a few day boarders, but they are carefully selected, and their

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* This remark does not apply to Marshland, a hundred of Norfolk lying west of the Ouse. In this district the habits of the agricultural population closely resemble those of the same classes in Northumberland. Farmers' sons, but not their daughters, attend the parish schools. Thus at Walpole St. Peter's some of the school trustees, farmers of substance in the neighbourhood, take advantage of the endowed school for the poor. Their sons pay 3*d.* a week, and learn nothing beyond the essentials. They leave school at the age of 14 or 15.

Home governesses are not so common in Marshland as in other parts of Norfolk.

The prevalence of the gang system in this hundred interferes very much with the attendance of scholars; but, as in Northumberland, farmers' sons are not more regular than the children of labourers. This is because they are frequently employed in field work.

On the other side of the Ouse, the West Norfolk farmer, often a man of ample means and some position, never allows his son to work on his farm or to attend a parish school. Though most of this class have hitherto been very indifferent about the education of their boys, there are some exceptions to this rule, and within the last year or two the feeling in favour of improved education has decidedly become stronger and more general.

I have elsewhere noticed the superior cultivation of the female members of a Norfolk farmer's family. This is of comparatively recent date. Farmers' wives above the age of 40 or 45 are said to be no better educated than their husbands.

Throughout Norfolk there are of course numerous small farmers who cannot be placed in the same category as the large occupiers and substantial yeomen of the western division in the county. In this division small farmers are an unimportant minority; in the eastern part of the county they are more numerous. They and the small country tradespeople are forced to some extent to use Government and parish schools. Where they do not, and there is no endowed school, they have no other educational resource but village dames' schools.

number is limited.' And without adducing further instances from schools chiefly intended for the sons of wealthy farmers and tradesmen, 'I have no hesitation in reporting that a Norfolk parent of this class, after due regard had to the question of expense, selects a school with the view of obtaining for his son certain comforts and attentions, and the companionship of a certain class of boys, not the instruction of an enlightened or competent teacher.

Boys' Schools, Norfolk.

In the case of classical schools in the county this social prejudice operates to some extent in favour of education. The surest way of keeping sons of ordinary farmers and tradespeople out of a particular school is to make the curriculum a classical rather than a commercial one. By this expedient the number of scholars at some of the best endowed schools is necessarily diminished, but the quality of the education is saved from deterioration. Clergymen and professional gentlemen of limited means are the persons chiefly benefited by this result. As a class they are more willing than farmers and tradesmen, wealthier than themselves, to submit to a pecuniary sacrifice for the better education of their sons. To them, therefore, the existence of schools, where a fair classical education is imparted at an expense of not more than ten guineas per annum, is an inexpressible advantage. On the other hand parents, who require nothing but the simplest mechanical training for their children, though they may be better able to afford this expense, actually prefer an education the market price of which is considerably less. Many of them are thus led to believe (and quite conscientiously) that a payment of ten guineas per annum for such an education as is given at King's Lynn School, is an absurd and unreasonable sum; and that in the case of an endowed school the imposition of such a payment is a gross abuse of a charitable trust. But a little consideration will show that they are mistaken. For, without entering into the question whether a classical or a purely commercial instruction be the better course for their sons, the expenses incident to classical schools are beyond all comparison greater than the cost of a commercial academy. This is mainly due to the outlay on good text books, and the salaries necessary to secure a competent staff of assistants. In a provincial classical school both these items should be large to be effective; whereas in a commercial academy the books used are cheap and meagre manuals, and the assistants too often are only mechanical and imperfectly educated drudges. The work assigned to these teachers is not unsuited to their capacities, and is much better performed than it would be by scholars or mathematicians. Some of them have had much experience and acquired some skill in imparting the small modicum of instruction required by their pupils: many of them are zealous and painstaking. But there is an ample supply of them, and they can be obtained for less than half the salary of the youngest Oxford or Cambridge graduate. On the contrary the price of a graduate assistant, already high, is still on the increase, and whereas such a person is quite out of place in schools where reading,

and help to some extent to improve the education.

Expenses of classical schools far greater than those of commercial schools.

Boys' Schools, Norfolk.

writing, and arithmetic, form the only real subjects of instruction, his services are absolutely necessary even for grounding very young boys in Latin and Greek. In the whole course of my inspection in Norfolk I did not see an instance of successful and advanced teaching in Latin where there was not a graduate master, and my belief is that very few indeed of the private schoolmasters who attempted to teach the elements of the language were at all competent to do so.

Cost price of education in classical and commercial schools.

It follows from these considerations that whereas the cost price of a classical education may be estimated at from 15 to 20 guineas per annum, a first-rate commercial education can be obtained at an expense of eight or ten guineas at most. And, such an education being the one chiefly in demand, the old grammar schools in Norfolk have declined in numbers, and the great mass of farmers' and tradesmen's sons have till lately been educated at private schools.

Recent Changes and Improvements in Local Education.

Adaptation of grammar schools to modern wants.

The necessity of adapting the old grammar schools to the requirements of the present day has, however, caused some modification in the old course of instruction. It will be seen from my separate reports on the various endowed schools which I have distinguished as classical, that an attempt has been made in all of them, except North Walsham School, to extend the course beyond the ancient limits of grammar. In Norwich Grammar School a modern department has been instituted; at King's Lynn considerable attention is paid to English and foreign languages; and so with the other schools. Holt and Beccles schools, however, appear to me to admit of a further development in this direction. I should remark, however, that in schools of this description there is always some tendency, both on the part of masters and pupils, to despise and undervalue the newly introduced branches of study. The superficial character of the knowledge acquired, the facility with which in most instances it is attained by able boys well trained in the older and more difficult branches, the comparative want of definiteness in the subject matter, and of precision in the mode of testing a knowledge of it, and above all the subordinate position of the special teachers, all operate to the prejudice of modern subjects in schools where the old course of education has been long established.

Establishment of new educational institutions.

But a far more important step has been taken than the mere modification of the classical training in the old grammar schools. The institution of the commercial department of King Edward's school at Norwich, and the establishment of the Middle Class College at Framlingham, are the commencement of a new educational era for the eastern counties.

Defective state of education in Norfolk at the time of the first local examination.

On the first occasion of the Cambridge local examinations, Norwich was one of the centres selected. The commercial department of King Edward's school was not then in existence, and the head master of the grammar school refused to send in candidates. The representatives of Norfolk schools were, therefore, supplied mainly from the smaller endowed schools and from

Boys' Schools, Norfolk.

the private schools in the county.* A large majority of the candidates failed. Among the examiners the feeling was unanimous that Norwich was the worst centre of all, and that the state of education in the county, as evidenced by the work of the examinees, was most unsatisfactory. The schools, however, were not permanently disheartened, although the number of candidates was at first greatly diminished. The boys examined at this centre have improved every year, and at the examination of 1865 there was only one failure out of 51 candidates. The examiners, however, still report that there is a paucity of distinguished candidates from this district, although most of the examinees are able to satisfy the requirements for passing without honours. I think it more than probable that the improvement already commenced will continue, and that the Commercial School at Norwich, the Grammar and Commercial School at Yarmouth, and the Middle Class College at Framlingham will all materially contribute to this result.

Subsequent improvement due mainly to the new middle-class schools.

The education of the commercial and agricultural classes has during the last few years been to some extent transferred from

* Out of 31 candidates, 21 failed, one boy was in the second class, and nine passed without honours. The following tabular statement will show the progress of education in Norfolk during the last eight years, as far as it can be tested by the result of the Cambridge local examinations.

NORWICH.

JUNIORS.

Year.	Honours.			Passed, not in Honours.	Total passed.	Failed in			Total failed.	Total in Examination.
	1st Class.	2nd Class.	3rd Class.			Preliminary Subjects.	Optional Subjects.	Both.		
1858	—	1	—	9	10	1	2	18	21	31
1859	—	—	1	4	5	3	1	5	9	14
1860	1	—	—	7	8	1	2	5	8	16
1861	—	3	1	4	8	4	1	—	5	13
1862	—	2	4	9	15	—	2	1	2	17
1863	1	2	1	12	16	1	—	1	2	18
1864	—	5	4	24	33	2	2	—	4	37
1865	1	6	3	38	48	1	—	—	1	49

SENIORS.

1858	—	—	—	—	—	—	—	—	—	—
1859	—	—	—	1	1	1	—	—	1	2
1860	—	1	—	1	2	—	—	—	—	2
1861	—	—	1	1	2	—	1	—	1	3
1862	—	—	—	—	—	—	—	2	2	2
1863	—	—	—	2	2	1	—	1	2	4
1864	—	—	2	2	4	—	1	1	2	6
1865	—	—	—	2	2	—	—	—	—	2

KING'S LYNN.

JUNIORS.

1865	—	—	—	6	6	—	3	5	8	14

SENIORS.

1865	—	—	1	2	3	—	3	1	4	7

Boys' Schools, Norfolk.

the old fashioned private schools to these public institutions. It is true, as I have noticed elsewhere, that the best private schools have made praiseworthy efforts to improve and extend their education in the direction indicated by the local examinations, and so long as they do so they will be able to hold their ground. But for the public schools success in these competitive examinations will be the criterion of their utility and almost the condition of their existence. The results of their training are sure to be jealously watched by the public and by their managers. For unlike the private schools they have nothing more attractive to offer than the quality of their instruction. Many parents will still prefer the private schools for various reasons. They are used to them, they think them more exclusive and better adapted to secure the comfort, and to preserve the morals, of their children, and they have the masters more completely under their control. If their children are dull or backward, they will prefer a private school where their deficiencies are known only to a few, and where they can receive special and individual attention; if they are spoilt or sickly, they will try to combine the comforts of a home with the advantages of a school. But the public schools will depend on no such exceptional favour, and the gentlemen at the head of the three institutions I have named, look with reason and with hopefulness to the assistance of the examinations as the chief means of developing their utility and securing their success.

Probable effect of the examinations in improving these schools.

Expense of semi-classical education in the new schools.

The expenses of these institutions, more especially of the Norwich school and of the college at Framlingham, are with one exception comparatively moderate. The buildings form the chief item. When these are provided, it is quite possible to make them self-supporting by the imposition of a payment quite within the reach of parents anxious to avail themselves of them. A fee of five guineas per annum from each boy attending the Commercial School at Norwich would, with the addition of the endowment apportioned to this department amply cover the current outgoings of the school, which however is burdened with a considerable debt on account of the new buildings. At Framlingham, where the cost of buildings has been defrayed by public subscription, it is confidently expected that the school will be more than self-supporting at the present charges. These charges for ex-county boys amount to 30*l.* per annum besides an entrance fee of not less than 5*l.*

Norwich Commercial School.

Framlingham College.

That this calculation respecting the cost price of an education such as is given at Framlingham College is correct, is rendered probable by the result of a similar experiment on a smaller scale, viz.: the middle-class school at Saham Toney. This was the first systematic attempt made in these parts to compete with the private boarding schools of the county. The rector of the parish with equal prudence and liberality built at his own expense a handsome school and a commodious schoolmaster's house suited for the reception of boarders, solely for the purpose of securing to the sons of neighbouring farmers the advantages of a sound

Saham Toney middle class College.

commercial training. The buildings have cost more than 2,000*l.*, but the intention of the founder was that the school should in other respects be self-supporting. With this object the terms were arranged, and though they are certainly higher than the terms at Framlingham, the conclusion arrived at by a consideration of the circumstances of the larger and smaller institution is, that an education suited for the children of farmers and tradesmen can be supplied by private enterprise in a Norfolk boarding school for about 35*l.* per annum. The middle-class school at Saham Toney affords all the comforts of a good Norfolk boarding school with the additional advantage of a trained certificated teacher. The classes are frequently examined by the rector of the parish, and once a year the school is inspected and reported on by a competent examiner, appointed either by the rector or by the Cambridge Syndicate. Limited as it is in numbers and situated in an agricultural district remote from railways it cannot produce the important results which may be anticipated from the larger and later foundation at Framlingham, but as a practical experiment made by an enlightened private gentleman with the view of improving the general education of farmers in his district, and of determining what such education ought to cost, the school is interesting both on its own account and because it confirms the soundness of the system on which the middle-class college at Framlingham is conducted.

Boys' Schools, Norfolk.

Present Machinery for Middle-class Education.

It will appear from the above account that the machinery for secondary education in Norfolk has been much improved of late years.

Present machinery for middle-class education in Norfolk.

There are in the district a sufficient number of classical schools where the education imparted is sound and extensive, and the terms both for day boys and boarders reasonable. It is impossible to predict what will be the future of Holt School, though its financial prospects cannot be absolutely disregarded in any scheme having for its object a re-adjustment of educational resources for the middle classes of the county. But the grammar school at Norwich might at once rise to a distinguished position among the public schools of England if it had the good fortune to attract, as it has the endowment and advantages to repay, the services of a Lee, a Cotton, or a Kennedy.

Higher education.

Again, a very superior education for the purely commercial classes is offered to the tradespeople of Norwich by the commercial school in that town, and to the farmers of the county by the middle-class colleges at Framlingham and Saham Toney. In all these schools the terms are such as to make them available for the persons really interested in their foundation, the charges for boarders being little if at all in excess of the usual charges at the most comfortable and popular private boarding schools. There are besides these, the grammar and commercial school at Yarmouth, and the endowed schools at Wymondham, Thetford,

Superior commercial education.

Boys' Schools, Norfolk.

and Hingham; the first two of these schools especially being useful and successful institutions.

Some public,

The remaining endowments in the county no doubt admit of improvements and call for some modifications in their mode of application, and these, together with the surplus of funds now unnecessarily devoted to the gratuitous instruction of the poor, might be appropriated by way of exhibitions or in some other form, to the further development of secondary or higher education.

and some private schools still defective,

Certain of the private schools moreover have made considerable progress in their educational development since the local examinations were established. But many of them still remain what they were before that period, viz., very ordinary schools imparting no education beyond the elements taught in a national school. Regarded in the light of schools these establishments may fairly be called very expensive, but (as I have explained) the advantages they offer are not to be estimated solely by the limited instruction they afford.

Early Home Teaching.

owing to the neglect of early teaching at home.

There is, however, one circumstance which tends to perpetuate the existence of these inferior schools, and to cripple the exertions of the more competent schoolmasters throughout the county. This is the very defective home teaching, especially of farmers' sons, in their early years. All schoolmasters complain that their boys come to school for the first time at too late an age, and very imperfectly taught.

Farmers will not use parish schools.

Wealthy farmers, in the agricultural districts of Norfolk, will not send their boys, as the Northumberland farmers do, to a parish school. It is not the fashion to do so. Moreover, the prejudice against free boys and charity schools is much stronger and more deep rooted in the class of farmers and tradespeople, than in some of the educated classes above their grade. This prejudice is further strengthened by the fear, in itself not unreasonable, that their boys may form undesirable acquaintances; or that if they should prove duller than labourers' children, the discovery might cause inconvenience at some future time, when they come to have the management of a farm.

Day schools and preparatory schools not in fashion.

Day schools exclusively attended by children of the middle rank cannot be supported in a thinly populated district where the farms are large. Preparatory schools are not in fashion, and would besides add to the expense of education. Thus there remains a single resource for the early instruction of farmers' children, viz., the employment of a resident governess, who is too frequently ill paid and ill educated.

Home governesses.

It is the custom to entrust the training of boys to these governesses until they are too old to remain any longer at home. At the age of 11 or thereabouts these boys are transferred to the teaching of a master, who finds them sometimes spoilt and always neglected, scarcely able to read and write, and quite unable to spell or cipher. The accounts I have received from all

quarters are identically the same. Farmers' sons at the age of 10 are invariably more ignorant and more backward than the children of their own labourers. They sometimes come to school in such a plight that they have to begin again with the alphabet, and always have to go through an elementary course of spelling. It is very difficult to teach spelling successfully to these new boys; and quite impossible without a considerable expenditure of labour, which interferes materially with the progress of the other scholars.

BOYS' SCHOOLS, NORFOLK.

Ignorance of farmers' sons at the age of 10.

The ignorance of spelling among these new comers almost surpasses belief. One master, writing to me on the subject, says, "We have six or seven new pupils added this half, who could not "write from dictation four lines of this letter without half a dozen "orthographical errors." And, to show what a difficult task is inflicted on schoolmasters by the carelessness and neglect of parents, I transcribe verbatim a school exercise in dictation, written by a new comer 11 years of age. The page was torn at random from his copy-book, and is now before me. I cannot, however, convey any idea of the helpless ignorance betrayed by the style of handwriting, and the various attempts at self-correction:—

Spelling especially defective.

"The Arabs have all was been wandering tibes and have *dell* in tenests amid the tracIks dersts which covrer a large porteon of their contry. There erly history is very imperfectly know. The first event that is wort recording was the birth of Mahomet. This took place at Meces a satiy on the border of the Read Sea in the year 570 of the Cinatien era. Till the age of tewfive Mahomet was a coaml drive in the dester. He after was spent much of his time in soloud. His delling was a losme cave weri he pretened to be empolyed in pray and metation. Wen he was forter yeay old he set up for a prothp."

I examined the writer of this exercise *viva voce*, and found him to be the reverse of a dull boy. But, though his home offered certain advantages for a superior training, he had been totally neglected, and handed over to his present instructors in a state which they could not fairly be expected to cure effectually without injury to their other pupils. They remarked that if a boy came to them at 6 or 7 years of age, and remained for four or five years, they could always prepare him satisfactorily for a higher course; but that they never could answer for their successful treatment of a case such as the one in question.

This neglect of education in the early years of a boy's life sufficiently explains why the private boarding schools, supported by farmers, are generally non-classical schools, quite unable to compete in the local examinations. They have other duties to perform. Boys come to them, practically knowing nothing, and they are to be turned out, within the space of three or four years at most, fit for a counting house or the business of a shop. The standard of fitness is certainly not a high one; but the deficiencies of the pupils are so great, that in schools frequented by youths aged from 11 to 14, a vast proportion of time and labour

This neglect of early education at home lowers the character of the education in the schools.

Boys' Schools, Norfolk.

is spent on the elementary instruction of hopeless and neglected dunces.

And even in schools of a better description, where the education has been favourably influenced by the operation of the local examinations, the constant and periodical infusion of big boys unable to read and spell, is found to interfere very much with the general progress of the better pupils. It is, however, impossible for a private schoolmaster to refuse a new boy merely on account of his deficiencies; the competition in the profession is too great, and the struggle for success and the necessity for an extension of the connexion too important.

Remedies suggested.

Junior classes at large schools.

In large institutions, such as the Commercial School at Norwich and the college at Framlingham, classes adapted to the instruction of very young boys would prove most useful, and might possibly help to remove this serious obstacle which threatens permanently to retard the progress of all education in the county. But at present the commercial school is a day school, and the county of Suffolk has the first claim on the services of Framlingham College. If preparatory schools for farmers' sons could be brought into fashion, they would also do a great deal for boys between the ages of 7 and 10. But such schools are not popular in Norfolk. One which I visited was a most useful and attractive establishment. The number of pupils was limited, and, from the absence of all competition, the managers of the school were able to select their scholars and even proposed to raise their terms. But so long as a Norfolk farmer, with four or five children, finds that he can get a governess for a mere pittance, and that each child at a boarding school will cost him 30*l.* per annum, it will be difficult to persuade him to extend the period during which he is called upon to pay the larger annual amount for the education of each of his children. He knows that he must submit to the expense of a boarding school for three or four years; and he will not be very willing to adopt a new system which imposes this tax upon him for each one of his children during more than twice the time now found sufficient for all the practical purposes of money getting.

Preparatory schools.

Remedy involves increased expense.

Boarding School System.

The irregularity of attendance on the part of scholars, and the culpable negligence of parents in this respect, which formed so common a subject of complaint with Northumberland schoolmasters, are not in general complained of in Norfolk schools. When a boy has once joined a boarding school, however ill prepared he may have been at home, he has at least the opportunity of acquiring without interruption all the knowledge that his teachers can impart to him. But parents in Norfolk are not more keen or careful than Northumberland parents in ascertaining their children's progress while at school. As far as mere teaching is concerned, they seem to know and care rather less than the farmers in the north. But they are extremely particular as to

Norfolk parents care little for the education, but a great deal about the treatment of their sons.

Boys' Schools, Norfolk.

the manner in which their sons are fed and treated. One master, who really does much more for his pupils than the majority of parents require of him, remarked to me that no questions were ever asked about the studies, but "they learn," he added "twice "a week what their boys have had for dinner, and how they "have been treated. Mrs. (naming his wife) is really a more "important person than myself, and the success of my school "depends very materially on her good management."

Requisites of a successful boarding school for farmers' sons.

In fact the requisites for a successful boarding school are such as never enter into the calculations of schoolmasters or parents in places where day schools alone are in fashion.

A commodious house.

The first is a commodious house in a good situation. The middle classes in Norfolk are more particular about their domestic arrangements than the same classes in Northumberland: their houses are cleaner and more expensively furnished, their habits are more luxurious, and generally they spend more money on their dress, diet, and personal comforts. So also the majority of boarding schools in Norfolk are very superior in these respects to the most expensive establishment of the same kind in the northern county. And a good outside show is reckoned the first great attraction for a private boarding school.

Comfort and economy.

The next is a management combining economy with comfort. Parents of the middle class are very careful to see that their children are well treated; and if they can secure this treatment for 30*l.* per annum, they are easily satisfied with the results of the schoolroom. It is in the domestic administration of his school that the master finds how much of his success depends upon his wife.

Importance of the schoolmaster's wife.

Discipline.

The maintenance of discipline is of course the master's duty. Probably it is in this particular that his special qualifications for his calling are most easily and most frequently tested by parents. It is fair both to the masters and boys at Norfolk private boarding schools to say, that on all occasions I have found the discipline effective, and the manners and conduct of the pupils pleasant and respectful. Though they lack something of the spirit and intelligence of boys at the public schools, such as Norwich and King's Lynn Grammar Schools, they are more orderly and more natural in their demeanour towards their teachers, and they are especially free from all taint of forwardness and conceit, which is not always the case with public school boys.

Description of boarding-school popular among Norfolk farmers.

Such are the recommendations of the boarding school popular among Norfolk farmers. A boy is not sent to one of these establishments to be made learned or clever, but because he is growing too big for home and is old enough to begin the three years' course necessary for the money-making business of life. In one of these schools he can go through the requisite preparation at a small expense of money to his parents, and a still smaller expense of happiness to himself. In many cases the boy spends his three years at school quite as pleasantly as he would have spent them at home. For not to mention the excitement of change and the companionship of schoolfellows of the same age

Boys' Schools, Norfolk.

and rank as himself. he lives in a house as convenient and healthy as his father's, and his food, dress, comforts, &c. are attended to as carefully as by his own mother. Add to this, that his habits and character are as strictly watched and more judiciously corrected than they probably would be by his parents themselves. It is true that the persons to whose charge he is entrusted are not what one would generally call well educated or refined; but in these respects they are at least on a par with the best of their pupils' parents, while their very success in their vocation proves them to possess the substance or the semblance of many good and useful qualities. They are diplomatic, worldly wise, very cautious and circumspect in setting a good example, with a great regard for the conventional proprieties, and able to enforce the same regard for them on the tender minds and consciences which they have to form and direct.

Thus, for 30*l.* or 35*l.* per annum, a parent can safely get rid of all care and responsibility during three important years of his son's life. At the end of that time he receives him back, no scholar it is true, but still much improved by absence from home, and sufficiently drilled in those general branches of education, which alone are considered of any value by farmers. His figures will be accurate, and he will probably spell more correctly and write a neater hand than his father, though it may take some years to make him as shrewd a man of business.

Special instruction in farming.

That the farmer ought not to consider his boy's schooling to have been a bad bargain is shown by the sum he is now prepared to expend on his special instruction in agriculture. Although the youth has probably acquired some practical knowledge of stock, manures, cropping, &c. during his early residence and vacation visits at home, he is sent off as a farming pupil to complete his agricultural education; and the sum paid for special instruction after a boy is 16 is not much, if at all, less than the whole cost of his general education up to that age.

The boarding schools alluded to are not the less attractive to the great mass of farmers and tradespeople, from the fact that the proprietor and his wife can assert no social superiority over their supporters. There is no scruple about asking questions or finding fault, and both schoolmaster and his wife can be commanded and controlled at will.

These advantages, however, are sometimes sacrificed by the more intelligent and refined of the Norfolk yeomen, who send their sons to endowed classical schools. In these schools again the master's wife is a very important person. Among parents of a superior social grade and of cultivated intellect the material comforts and domestic arrangements of a school are daily assuming more importance, and such schools as Norwich and Beccles Grammar Schools are furnished with all the modern appliances for the health, decency, and recreation of the scholars. The master's wife at such schools must of course superintend her own department, but in addition to this she can and often does exercise an influence over boys, and probably over parents, very

Position of the master's wife in schools of a superior class.

different in kind from that exercised by the wives of masters in farmers' boarding schools.

In these last-named schools, comfortable and even luxurious as they are, there are none but boys of a single class. The presence of one educated gentleman's son would be likely to disturb the harmony and good order characteristic of these schools. The boy would not understand the ways of the master or of his wife. Certain mental comparisons which he would instinctively make would gradually weaken his respect for those in charge of him, and thus his residence in such a school would be useless to himself and mischievous to his schoolfellows. But the case supposed is not likely to occur; the same motives which prevent a farmer from sending his son to a Government school would induce a clergyman or educated gentleman to send his son to such a school rather than to a farmer's boarding school.

On the contrary in an endowed grammar school, where the master is a man of education, any boy may be safely entrusted to domestic influences as beneficial as those of his own home. The better kind of yeomen in order to secure this advantage for their sons will forego the right of asserting a superiority over their children's teachers.

The influence which a lady exercises in a boarding school, where from 20 to 40 boys regard her as the mistress of the establishment, may be very considerable, and particularly so in the endowed schools which are frequented by the sons of the lesser gentry. Once a day at least she presides over a common meal. Thus every boarder comes regularly under her eye, and his dress, appearance, and demeanour are subjected to her criticism. There are other opportunities for conversation or special notice, by means of which she is acquainted with much that is going on in the schoolroom and in the playground. She knows something of the capacity, character, disposition, and manners of all her husband's pupils. Her position is one requiring just that tact and temper which women possess in a larger measure than men. She must take some interest in all that is going on, but without appearing to interfere beyond her own department; she must make her regard and approval an object of general concern to the boys without having pets or favourites. In this way the master's wife becomes the centre of all that is graceful and refined in a well-conducted grammar school, and the atmosphere of the boarding-house and playground is very materially modified by her willingness and ability to perform her part in the management of the boys.

I have been somewhat prolix in describing the position of a schoolmaster's wife both in the farmers' boarding schools and in the classical schools of a higher grade, because I am satisfied that in dealing with a district where boarding schools are in vogue any attempt to improve the intellectual pabulum furnished at local schools must be combined with a due recognition of the duties expected from the ladies connected with these schools. At the Commercial School in Norwich and the Grammar and

Boys' Schools, Norfolk.

Commercial School in * Yarmouth this will not be necessary, as those schools will always be day schools rather than boarding schools. Again, the colleges at Framlingham and Saham Toney will be patronized almost exclusively by farmers and tradesmen, and the domestic arrangements of the former establishment will be entrusted to a separate staff, and only subjected indirectly to the control of the master's wife. But the grammar schools which are now the educational resorts of the more enlightened classes, such for instance as Norwich, Beccles, Holt, and King's Lynn, would be converted into inferior schools if the influence of the master's wife were weakened by lowering the status of the master. In such a case the professional classes would be deprived (so to speak) of their own peculiar schools, and in Norfolk, where a superior kind of education is maintained almost entirely by their means, it would be a calamity no less than an injustice to sacrifice their interests to those of others who are less in earnest about the education of their sons.

Playgrounds.

Playgrounds.

No boarding school in Norfolk is without a playground. The Grammar and Commercial School at Yarmouth has none; and the commercial department of Norwich School has only a gravel yard, sufficiently large, with a drill shed annexed, but not suited for cricket or football. These, however, are both day schools. A few private schools of a cheap description, attended for the most part by day boys, and resembling in some respects the majority of Northumberland schools, have little or no accommodation for the recreation of their scholars; but in Norfolk boarding schools of a better class a playground is deemed as essential as a schoolroom. Most of them have spacious and convenient fields contiguous to the school premises. At Framlingham College, which represents the latest development of modern notions on this as on other subjects connected with boarding schools, the playground is a grass field seven acres in extent, and it is intended to erect a covered way capable of holding 300 boys in wet weather and fitted with appliances for gymnastic exercises. So also at Norwich Grammar School and at Saham Toney Proprietary School there is a covered gymnasium. Where the situation of a school in the centre of a town renders it difficult to obtain an open space in the immediate vicinity a field is sometimes hired for cricket, football, &c. This is done by one or two private schoolmasters. The cricket field at Norwich Grammar School is at a short distance from the master's residence, and is rented by him from the dean and chapter. At King's Lynn the town council provide the use of a field, some twenty minutes' walk from the town; and it may generally be assumed that in this portion of my district no additional encouragement is required from the public in order to

* Since my visit to Yarmouth there has been a change of masters, and the head master of the Grammar and Commercial School now keeps a boarding house. The school, however, will always be one principally for day boys (1867).

strengthen the feeling of school managers and masters in favour of good playgrounds. For my own part, I consider that too much importance is already attached to mere games and athletics. Thus, for instance, at King's Lynn Grammar School, with its 40 boys aged from nine to 17, a programme of the annual sports is formally printed for distribution among the boys' friends. A similar programme of the school subjects for examination would probably excite less interest. The endowed classical schools especially appear to have adopted the muscular theories of the day, and may be trusted to prepare boys for University distinction in athletic, if not in academic exercises.

Boys' Schools, Norfolk.

Miscellaneous Particulars relating to Schools and Schoolmasters.

In my account of Northumberland schools I assigned separate sections to various subjects, which in the case of Norfolk schools do not require any lengthened notice. In some instances the subjects in question have been incidentally alluded to already; in others the particulars received from private schoolmasters are scanty and incomplete. I shall, therefore, only refer very briefly to these matters; but additional information may be sometimes obtained from the written replies of schoolmasters, an abstract of which is given in Appendix (A.), p. 562.

The salaries of assistants in the best private schools vary from 50*l.* to 100*l.* per annum, with board and lodging, and are on the whole decidedly higher than in Northumberland. But the best paid assistants are graduates, and their duties, under the boarding-house system, are irksome and responsible. I have no means of ascertaining the rates of payment to assistants in inferior schools, except that the lowest salary returned by a private schoolmaster is 30*l.* per annum, with board and lodging. At Framlingham College the assistants' stipends range from 70*l.*, with board and lodging, to 150*l.* without them. These may be assumed to be the inferior and superior limits of payments necessary to secure the services of competent trained teachers.

School assistants' salaries.

In the endowed classical schools the scale of payment is necessarily higher. An efficient graduate can scarcely be got under 120*l.* per annum, and such a sum would not suffice to retain him after he had acquired some little experience in his vocation. The upper assistants in such a school as Norwich Grammar School are men who could easily command twice the sum just named; but it is difficult to ascertain the amount of their emoluments, which are in part derived from boarders.

I have already observed that school buildings in Norfolk are generally very good, that the boarding-house accommodation is excellent, and that a schoolmaster's chief difficulty arises from the backwardness of new-comers trained by governesses at home.

After what has been stated in my account of Northumberland schools nothing need be added on the subject of prizes, punishments, and holidays. In most Norfolk schools I found the

Boys' Schools, Norfolk.

discipline effective, and the conduct of the boys under examination satisfactory.

The particulars respecting exhibitions attached to Norfolk schools will fall more appropriately into place when I give a summary of the endowments for the county.

Examinations.

There is nothing characteristic of the district in the views of Norfolk schoolmasters respecting examinations. The public exhibition of a school at stated times, which in Northumberland is called an examination, is unknown in Norfolk. In the private non-classical schools an examination is simply a repetition of the ordinary school work with some formal regard to results. Until the local examinations were instituted no schools, except the best grammar schools, were ever periodically tested by independent and competent persons. Even now the students from endowed schools competing in those examinations are more than twice as numerous as the students from private schools. The number of senior candidates is disproportionately small when compared with the number of juniors (see p. 343).

The only private school, which can be regarded as a classical school, is regularly examined by an inspector appointed by the Cambridge syndicate.

The new institutions at Saham Toney and Framlingham are inspected and examined once a year by independent persons, and the former is visited at least weekly by its founder, the rector of the parish.

The grammar schools of the better class are also examined in accordance with prescribed regulations. In the case of Holt school the examiners are appointed by the visitors; but sometimes the appointment is made by the trustees, and sometimes by the head master. There are evident objections to this last arrangement.

At Norwich Grammar School the trustees do not allow the publication of the examiners' report. I consider this to be a mistake.

On the other hand, I believe the head masters of Norwich and Beccles Grammar Schools have acted unwisely in discouraging their pupils from attending the Cambridge local examinations.

Schoolmasters, their social Position and Qualifications.

Social position and qualifications of schoolmasters.

In Norfolk (with Beccles and Bungay Grammar Schools) there were at the time of my inspection about 20 schoolmasters graduates of Oxford, Cambridge, and Dublin. This does not include persons taking a limited number of private pupils.

Graduates.

There were four graduated masters at Norwich Grammar School.

,,	two	,,	Beccles ,,
,,	two	,,	Holt ,,
,,	two	,,	King's Lynn ,,
,,	two	,,	Yarmouth Grammar and Commercial School.

There was one graduated master at Bungay Grammar School. Boys' Schools, Norfolk.
„ one „ Thetford „
„ one „ North Walsham „
„ one „ Wymondham „

The remaining graduate masters were proprietors of or assistants in private schools. About two-thirds of the whole number were clergymen.

There were a few certificated masters in endowed schools, and two certificated proprietors of private schools. The head master of Saham Toney Proprietary School was a trained teacher, and at Framlingham the head master and some of his assistants had been appointed direct from St. Mark's. But the number of trained masters conducting middle-class schools, though evidently increasing, is not yet considerable. Certificated masters.

As in Northumberland, so also in Norfolk, the majority of private schoolmasters have no credentials to produce as evidence of their fitness to teach. Their social position depends entirely on the financial success of their school. The number of teachers struggling hard for bare maintenance against the disadvantages of fluctuating numbers and irregular or insufficient payment, is not so large as in the northern county. This is evident from the superior school accommodation in Norfolk, although in Norwich especially there are still some inferior day schools which must eventually succumb to the united competition of the Government and charity schools and of the commercial department of King Edward's School. Other schoolmasters.

But the financial success of a Norfolk boarding school is by no means due to the attainments or teaching power of its proprietor. Two things above all others are indispensable to a man starting a private establishment for boarders, viz., capital and diplomacy. Without some combination of these requisites it is impossible for a man to succeed in the scholastic line. But with these, so soon as a connexion is established, the business of a Norfolk boarding school is more profitable than that of a Northumberland day school. The actual labour of teaching is also much less, but on the other hand the general responsibility incurred is greater. Qualifications necessary for success.

The notorious disparity between the educational qualifications of certain schoolmasters and the financial success of their schools has naturally given rise to a feeling among intelligent but disappointed teachers in favour of compulsory registration. This feeling is not at all general among schoolmasters or parents, nor do I think that any system would find favour which is not permissive. But a permissive system, such as has been proposed by the College of Preceptors, might be made * satisfactory to the profession, and to some extent useful to the public. In the meantime free competition, with its advantages and disadvantages, seems more in accordance with pre- Registration.

* In order, however, that such a system may be effective, registration should always be preceded by an actual examination, or by the production of some certificate awarded after examination.

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vailing opinions than any plan which has been suggested to me. The personal examination of teachers, men perhaps of mature years and long standing in their vocation, although proposed by one master, seems quite impracticable. The only examination at all compatible with their age and opportunities of leisure is the matriculation examination in the University of London; and the most enthusiastic advocate of registration admitted that the summary of subjects required for it had completely dismayed him. Another suggestion was a system of registration based on school results obtained in the local and similar examinations. This plan, however, is especially open to an objection which is frequently, and I think unreasonably, urged against all such examinations *in toto*, viz., that a few able boys would be crammed, while the mass of dull and mediocre pupils were neglected.

School Advertisements and Agencies.

School advertising.

There is, however, one evil result, or rather accompaniment, of free competition, which becomes very serious in districts where boarding schools are in fashion and where parents are ignorant or apathetic. This is the abuse of school advertisements and school agencies. But the evil is more likely to be remedied by the encouragement of good public schools at moderate charges than by the adoption of restrictive measures of registration. No law, however stringent, could have done so much as Framlingham College has already effected for the improvement of education in the county of Suffolk. By the abuse of school advertisements I mean the indiscriminate and wholesale insertion in journals, *published at a distance*, of paragraphs and prospectuses intended to entrap ignorant, avaricious, and needy parents.

It is impossible for an educated man to read any one of these prospectuses without detecting their falsehoods and exaggerations; but such a person would scarcely believe to what an extent a quack may practise upon the credulity of those who know or care nothing about education but what it costs in money.

On the other hand, the business of a schoolmaster conducting a boarding school tends in many ways to weaken his independence of character, and makes him more willing to humour follies and caprices than to enforce and observe strict principles. There are of course conscientious masters of boarding schools, and these are the first to acknowledge the existence of demoralizing influnces in their profession. No one knows better than they do that laxity of principle in schoolmasters has led to much dishonest practice, and that schools which parade their advantages by means of public advertisements are most frequently shams, cheap only in promise and very dear in reality.

In Northumberland where day schools are in vogue the abuse of advertisements does not exist, but in all places where boarding schools are preferred by parents this evil prevails.

Illustration of the system of

I will illustrate it by a short account of the rise and fall of a

Norfolk private school, as it was narrated to me by one conversant with all the particulars.

Boys' Schools, Norfolk.

Some time before the establishment of the University local examinations an attempt was made to set on foot a diocesan middle-class school in the county of Norfolk. The scheme failed, and the premises, which were extensive and commodious, being unoccupied, were obtained on favourable terms by a person intending to use them for a private boarding school. Before long he had collected 80 boarders of a superior class, although they required a semi-classical rather than a classical course of instruction. Very few of the boys were from Norfolk; they were got together by a wholesale system of advertising, aided by an ingenious fiction of exhibitions tenable at the school in question.

advertisements and agencies.

The advertisements, inserted in English, Scotch, Irish, and Channel Island newspapers, stated that at a school in Norfolk, not specified, exhibitions for the sons of clergymen and poor professional men were then vacant, and might be obtained on application to certain persons, whose names and residences were given. These agents were scattered about in different parts of England, but no direct reference was made to the school or the schoolmaster.

The pretended effect of these exhibitions was to reduce the cost of education from a normal charge of 40*l.* or 50*l.* per annum to an exceptional charge of about 25*l.* or 30*l.* By this artifice the master secured the combined advantages of a cheap and of an exclusive school.

On the dissolution of the school some time afterwards it was found that out of about 80 boys, all with the exception of four or five were exhibitioners. In other words nine-tenths of the whole number had been attracted by the representations of agents offering exhibitions of about 15*l.* per annum, tenable at an unknown school, conducted by an unknown schoolmaster.

Many of the parents belonged to the educated classes, and each of them fancied that his boy was the fortunate holder of one of a limited number of exhibitions.

The master having established his school by these means might have carried it on with success if he had been a moderately honest man. The boys were described to me as nice boys of a superior class; the master's rent was but 60*l.* per annum; he had from 70 to 80 boarders, and a gradual diminution in the number of exhibitioners after his school had once gained the good opinion of the public would have left him before long in the receipt of large profits. He had been at Durham University, had thence gone St. Mark's Training College, and had subsequently gained to experience as a teacher, first in a national and afterwards in an endowed school. But though he was a man of many resources and considerable enterprise his own pupils had a low opinion of his learning, for it was a joke in the school that he always explained all difficulties propounded to him for solution in the exact words of the cribs which were in use among the boys themselves. However, he assumed the title of doctor, having apparently

Boys' Schools' Norfolk.

obtained a diploma from some foreign university, and he secured competent assistants. The school soon took rank as a leading county school, and several of his scholars passed the Cambridge local examinations, though I should mention, on the authority of one of his former pupils, that he contrived to give them assistance in the examination room itself. Still the educational results were on the whole not unsatisfactory, and the amount of business brought to the town in which his school was situated made him popular with the trading classes, who were pecuniarily interested in the success of his enterprise.

But ugly rumours got abroad. He was first accused of giving a three and a half year's character to an usher who had been with him only five weeks. Then he was suspected of having written an anonymous letter for an immoral purpose; and, lastly, he was arrested on a charge of arson. The charge was dismissed for want of evidence; but the same evening he absconded, leaving a large amount of debts unpaid. His 80 boarders had to find their way to their several homes as best they could. The real character of the man who had in so short a time raised up an important school by means of advertisements and agencies was then freely discussed. Stories were circulated to his prejudice, which, though gravely repeated to me, are past all belief; but there is no doubt that he was as unfit as a man well could be to be entrusted with the charge of young boys. Yet his baits had succeeded in entrapping many parents far superior in intelligence and social position to the ordinary dupes of school advertisements.

The pecuniary embarrassments in which he was involved were brought about by speculations quite unconnected with the school. I am assured that the school itself was remunerative, and that there were not many bad debts. Some few there may have been. One parent, a dignitary of the Irish Church, whose son was sent home at the time of the schoolmaster's flight through the kind assistance of a stranger, has acknowledged the obligation, but has never repaid the trifling sum advanced for the boy's travelling expenses. Such a person was not likely to be regular in settling his school bills.

Distribution and Locality of Schools.

(*a*) *County Towns.*

Locality of schools in Norfolk not determined by population, except in the case of the three large towns.

In Norfolk, as I have had occasion to observe already, the locality of schools, except in the case of the three large towns, is very much a matter of chance. The existence of an endowed school in a particular spot is due to the accidental benevolence of its founder or to some former condition of things which may have been much modified by long lapse of time. Nor has private enterprise supplemented these casual endowments by any systematic establishment of schools in places where no endowed school exists. Hence there is no town in Norfolk, with the exception of Norwich, Yarmouth, and King's Lynn, of which it may be predicted with certainty that a large middle-class school of any importance will be found in it.

Boys' Schools, Norfolk.

In such towns as Holt, Swaffham, Aylsham, North Walsham, Fakenham, East Dereham, Wells, Diss, &c. the educational opportunities offered to residents are in a great measure uncertain. Thus Holt, with a well-endowed grammar school, affording free education to fifty foundationers, contains also a useful school of a humbler description, but superior to any private school at Wells, where there is no endowed school. At this latter town, however, there is an excellent British school which, owing to the total dearth of middle-class schools in the neighbourhood, does receive a few exceptional scholars of a superior grade, who in due course proceed to Holt Grammar School or to some other school to finish. At Swaffham, Hamond's School, endowed for the gratuitous education of poor boys, having long ago passed through the phase of a classical* boarding school, is now a day school for pay scholars. Yet this has not prevented the establishment of a humbler boys' school, which is kept by a retired turnkey of the county gaol. The uncertain results of an endowed school in a small county town, are shown in the case of North Walsham Grammar School, once a classical school of some reputation, but now in spite of its endowment and extensive premises of no benefit whatever either to residents or to any one else. Again, East Dereham is an instance of a town without an endowed school; but the chief private establishment in the place is nevertheless on principle closed against town boys, whose wants are supplied by two other private schools of an inferior description.

Small day schools in country towns.

In the small county towns there may be a useful endowed school or a large private school, but there may be neither one nor the other, although in all, or almost all of them, there is generally a day school, sometimes with accommodation for four or five boarders, in which instruction is given in reading, spelling, writing, and ciphering; the inferior specimens of such schools differing in no respect from dames' schools, while the best attain to the standard of the private school at Holt just referred to; a school which, however useful in its way, cannot prepare boys efficiently for the University local examinations.

These schools, in so far as they differ from primary schools, must be regarded as preparatory establishments offering little beyond the elements, and attended for a limited time by the younger children of country tradespeople. They perform for these children the same office as the resident governess professes to perform in a farmer's house.

Boarding schools.

For the final education of middle-class boys the boarding schools scattered throughout the county or in the adjoining districts are all equally available. But parents generally like to have their sons within reach, and farmers especially select schools which give them a chance of seeing their boys weekly on market days. As the

* The accommodation for boarders being no longer needed, the master is glad to get a lodger or two in their stead.

Boys' Schools, Norfolk.

educational resources of any one of the smaller county towns are thus within certain limits available for the whole middle-class population of Norfolk it is unnecessary to notice the different county towns in detail. A parent has only to decide what kind of education he desires for his son, and what he will pay for it; and there are classical, semi-classical, and non-classical schools to choose from, at terms varying from about 65*l.* to 25*l.* per annum. Of classical and non-classical schools there is a sufficient choice; but the two most important semi-classical schools in the county, viz., Norwich Commercial School and Yarmouth Grammar and Commercial School, being both practically day schools a person resident in a country district has more difficulty in obtaining for his son a sound semi-classical course of instruction. Framlingham College has about 20 Norfolk boys among its scholars, and besides Saham Toney Proprietary School and Wymondham, Thetford, and Hingham endowed schools, there are some half dozen private academies which could prepare candidates for the Cambridge local examinations. Nearly all these private semi-classical schools are situated in one or other of the three large Norfolk towns.

(*b*) *Norwich.*

Norwich middle-class schools.

In these towns the educational opportunities open to residents are naturally greater than elsewhere in the county. In Norwich a classical course is provided by the Grammar School, and accepted by* 60 or 70 boys, of whom, however, 45 to 50 are boarders; and a semi-classical course is offered by the commercial department of the same school, and by two or three private schools. The number of boys who thus receive a superior English instruction with a little Latin, French, and mathematics is about 350, of whom about 70 are boarders.

Of the other private establishments in Norwich I know very little, having only seen one of them. They do not, however, prepare boys for the local examinations, and, as it may fairly be assumed that they would if they could, they must be regarded as non-classical not as semi-classical schools. One is a large and successful writing school, and there are 10 or 12 other academies, some of a superior social grade for boarders, and others of a humbler description, not unlike the cheap day schools in Newcastle, except that they are not open to both sexes.

School of Art.

The number of scholars taught by the agency of the Norwich School of Art was returned in the year 1865 as 3,297. These were exclusively labourers' and mechanics' children attending † National and other similar schools in the city. The total number of pupils at the school itself was about 180, of whom 120 attended

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* These were the numbers at the time of my visit. Since then they have increased. There are now between 80 and 90 scholars, of whom more than 40 are day boys (1867).

† The arrangement, by which "Art Scholars" visited the National schools and other schools for the poor in order to give instruction in drawing, is now wholly discontinued in Norwich, and almost wholly discontinued in Yarmouth.

the evening classes for artisans. The rest were male and female students of a higher grade, for whose benefit there are private classes three times a week, for each sex separately. There is also a public class for male students, and a Saturday class for governesses, pupil teachers, and scholars resident in the country. The master of the School of Art also visits one or two private schools; but King Edward's School has its own drawing master for both departments. Boys' Schools, Norfolk.

(c) *Yarmouth.*

In Yarmouth there is a small private classical school for boarders which I was not allowed to inspect. It does not contain more than 20 boys, mostly boarders. The Grammar and Commercial School* is an excellent semi-classical school, and there is also a good private school of the same kind. These two schools contain about 140 scholars, of whom about 25 are boarders. A fourth school, which had enjoyed a fair reputation, was discontinued just at the time of my visit in consequence of the death of the proprietor. Except a small preparatory school for about 20 boarders, who are chiefly intended for ex-county schools, there is but one other boarding school in Yarmouth, a non-classical school of an inferior kind, quite unable, as I am informed, to prepare boys for the local examinations. Eight or ten day schools, where the education is of the same elementary character, meet the demands of the lowest grades of middle-class residents. Yarmouth middle-class schools.

There is a school of navigation in Yarmouth in connexion with the Board of Trade. School of Navigation.

Besides an officers' class, in which masters and mates are crammed for their examinations, there are a day class and an evening class for men and boys. These students attend at the school itself, where books, instruments, &c., are provided free of expense.

The master also gives instruction at the grammar and commercial school to such boys as are intended for sea.

The total number of pupils taught by the agency of this school in the year 1865 was 139; viz.:—

Day class	boys	64
„	men	36
Evening class	boys	20
„	men	10
Grammar and commercial school	boys	9
	Total	139

* The school buildings are confessedly of a temporary character, and in their present state are not sufficient for the wants of the town. There is no master's residence. At the time of my visit, both the grammar school and the leading private school in Yarmouth were but recently established. Since then both have greatly increased in numbers. At present there are 100 boys at the grammar school and 90 at the private school. The small classica' school has disappeared (1867).

Boys' Schools, Norfolk.

School of Art.

In the year 1865, the School of Art at Yarmouth, gave instruction to 1,185 pupils attending Government and charity schools. The total number of students at the school itself was about 60; of whom 40 belonged to the artisan class. The arrangements for other students are very similar to those of the Norwich School of Art. The master teaches drawing at the grammar and commercial school, and at the chief private school in the town.

(*d*) *King's Lynn.*

King's Lynn.

At King's Lynn a classical course is furnished by the Grammar School to about 45 boys, of whom about 20 are boarders. I applied for information at five private schools, but have received no reply except from one schoolmaster, who permitted me to inspect his boys. Although this school has not sent in candidates for the local examinations it may fairly be considered a semi-classical school. It contained about 45 boys at the time of my visit, of whom about 20 were boarders. Of the remaining schools, one was described to me as more important than the rest, but I have no particulars respecting it, and my impression is that like the other schools in the borough, of which there are six or eight, it is a non-classical school, though it differs from the rest in having a larger number of boarders.

Number of Schools in the District.

Total number of schools in the three towns,

The total number of schools, classical, semi-classical, and non-classical, in the three large towns is about 40, of which three are classical, containing (say) 80 boarders and 50 day scholars, and six or seven are semi-classical, containing (say) 115 boarders and 420 day boys. Thirty-six schools are the property of private schoolmasters. I applied to 20 of these gentlemen for information and for permission to visit the schools and examine the classes. Seven have filled up the schedules, and five have allowed me to see their schools; but four of the five belong to the class of schoolmasters who have submitted their scholars to the local examinations, and whose schools I have treated as semi-classical. Respecting the non-classical schools I have no information sufficient to determine the number of boarders or day scholars attending them.

and in other parts of the county.

In other parts of the county there are eight endowed schools and one proprietary school besides the grammar schools at Beccles and Bungay and the Albert Middle-class College at Framlingham (all three in Suffolk). It is not easy to ascertain the number of private establishments, but as far as I can learn there are about 25. I applied for information to 23 country schoolmasters, but only eight have taken any notice of my application.

I have inspected 18 schools not situated in one or other of the three large towns. Four of these are classical schools, containing (say) 105 boarders and 80 day boys; about 30 of the latter are resi-

dents of Beccles and Bungay, Suffolk towns; the other 50 are foundationers of Holt Grammar School. Many of these boys, strictly speaking, are not day scholars residing with their parents, but boarders lodging in unlicensed houses within the limits of the town. BOYS' SCHOOLS, NORFOLK.

The semi-classical schools (exclusive of Framlingham College) are, I should say, five in number. They contain (say) 115 day scholars and 90 boarders, but to the latter must be added 20, that being the number of boys transferred to Framlingham College from Norfolk schools. The number of day boys and boarders at these schools will thus be found in the aggregate to be very nearly equal.

With regard to the non-classical private schools scattered about throughout the county I am unable to give any definite information as to the number of boys attending them or the proportion of day boys to scholars. Those, however, which are of a superior social grade will, I think, be found to contain at least as many boarders as day boys, although the proportion will vary in individual schools, according as they are situated within or beyond the reach of a market town.

In private schools of a cheaper description day scholars largely predominate. Such schools are only found in Norwich, Yarmouth, Lynn, and other towns of a certain size, such as Swaffham, East Dereham, &c.; for being intended to supply the wants of a class who will not make use of Government schools and cannot afford the expense of boarding schools, they will only repay a teacher for his trouble in places where a sufficient middle-class population is congregated together.

CLASSIFICATION OF SCHOOLS.

It will be seen from the above remarks that there are practically in Norfolk four distinct kinds of schools attended by middle-class boys: Four classes of schools.

(1.) Classical schools in which the education is based on the old grammar school system:

(2.) Semi-classical schools, in which an attempt has been made to improve the old commercial academy system;

(3.) Non-classical schools in which the old commercial course is retained, the scholars being for the most part boarders:

(4.) Non-classical schools of a cheaper description for day scholars chiefly.

Socially the non-classical schools (No. 3) are not inferior to many of the semi-classical schools; educationally they are not better than the non-classical schools (No. 4).

I will attempt to describe a representative school of each class.

(*a.*) *Classical Schools.*

Most of the classical schools are endowed schools, and have been reported on separately as such. But I inspected one private school Description of a classical school.

Boys' Schools, Norfolk.

which may be called a classical school. It is exclusively for boarders. The head master is a graduate of Cambridge, and one of his assistants at the time of my visit was a B.A. scholar of Trinity College, Cambridge.

The domestic arrangements of the school are of a most satisfactory character, better, in my opinion, than those of any other private establishment in the county. They are only surpassed at Norwich and Beccles Grammar Schools.

The house and grounds are the master's freehold, and form a valuable little property. It is a noticeable fact that Norfolk boarding schools are not unfrequently good substantial dwelling houses in attractive situations.

The boys are "gentlemen's sons" (the master's own description of them). The school is to some extent an exclusive one, but the terms are very moderate, averaging not more than 40*l.* per annum.

The discipline is perfect. I have seen no better behaved boys anywhere. I was very favourably impressed by what I saw and heard of this school. Still it does not pretend to educate great scholars or mathematicians. Educationally it would rank with King's Lynn Grammar School, a description of which is given in my separate report.

The school originally sent in candidates for the local examinations, but the master has of late years preferred to have his whole school inspected annually by an independent examiner. The Cambridge Syndicate appoint, and a report is transmitted to them. At the time of my visit the examination was going on. I subjoin the examiner's report, as furnishing details which I could not otherwise supply; but so far as my inspection enabled me to judge I can quite corroborate the accuracy of the report.

I devoted Tuesday and Wednesday, June 13th and 14th, and part of the morning of Thursday, June 15th, to the personal examination of this school, which consists of 52 boys, all boarders in the head master's house, varying in age from 9 to 17 years.

There are four resident masters (two graduates of the University of Cambridge), besides occasional masters for drawing, &c.

The school is divided into four classes, the numbers being pretty equally distributed amongst the four.

I examined the boys in Latin, Greek, English (including history, geography, and religious knowledge), French, and mathematics (Euclid, algebra, and arithmetic), with the following results:—

Latin.—Class I., good on the whole. The papers of one boy were very good; of the three next good, and of all creditable. I found no "fag end" to this class. The same remarks will apply to Class II., the head boy obtaining more than half of the whole number of marks in the short time that I was enabled to allow them for a paper in this portion of their work. The three next boys obtained "half marks," and several more came nearly up to this standard. The performances of Class III. were very fair. With the upper boys of Class IV. I was much pleased, though there is a falling off towards the bottom of the class. Many of the boys, however, in this class are very young.

Class I. was examined in the Greek Testament. The papers of one boy were very good, of another good, and of two others very fair. Some easy standard Greek author might be introduced with advantage. The Greek Testament only is read at present.

In mathematics arithmetic seems to be the strong point of the school. In this several boys did exceedingly well, one obtaining nearly nine-tenths of the

whole number of marks, and several more pressing closely upon him. Some of the younger boys distinguished themselves here.

The school is not far advanced either in Euclid or in algebra. About half-a-dozen boys did decidedly well in the portions of both in which they were examined, and a majority of the rest very creditably. Some of the little boys give much promise.

The French is generally good. The reading and pronunciation of two or three of the head boys pleased me much; and one set of papers in a difficult play of Moliere were worthy of special commendation.

The little boys show great interest in this subject, and give evidence of much careful teaching; two or three obtained full marks for grammar. Class II. is the weakest here.

I found a highly satisfactory knowledge of geography and history throughout the school. The papers of one boy in Class II. especially exhibited great care and patient attention.

The one point in which I was disappointed with the school was religious knowledge. Considering the time bestowed upon it, and the pains evidently taken with it, the result is not, I think, altogether what might have been expected.

Writing and spelling, with very few exceptions, were unusually good; the same may be said of reading.

I ought to have remarked above that German is occasionally taught in the school, as also is music and singing; but the indiscretion of parents' interference in the education of their children hinders the progress of these branches, and indeed is felt in more than one point of the school to the great disadvantage of individual boys.

I cannot omit mention of the excellence of the domestic arrangements, and of the cordiality and good feeling that exists between the boys and those over them. The whole had the appearance of one large family, and a happy one. The house itself and the grounds are all that could be desired.

Of the boys I may with truth say, in the words of Mr. Norris on another occasion, their "spirited and attentive behaviour made the task of examining "them a very pleasant one. Morally, I was favourably impressed with all that "I observed. The boys were obedient and truthful, did their work with "integrity, were ingenuous in their countenance and bearing, and played "heartily in their hours of recreation."

The arrangement of the hours of work is very good.

To the Secretary of the Syndicate
appointed by the University to
provide for the Examination
of Schools.

(*b.*) *Semi-classical Schools.*

Description of a semi-classical school.

The semi-classical schools are about 12 in number, including endowed, propietary, and private schools.

Saham College School.

I propose to take Saham College School as a specimen of this class, first, because I shall thus have an opportunity of describing the only proprietary school in the county; secondly, because the school was established for the purpose of improving the education, without doing violence to the instincts, of Norfolk farmers, and it may therefore be supposed to represent what a semi-classical school subject to local conditions should be; thirdly, because it has been reported on to the Cambridge Syndicate, so that I can furnish confirmatory evidence of its success.

The school is mainly, not exclusively, for boarders. The head master is a certificated teacher; he has two assistants.

The domestic arrangements are excellent. They will bear comparison with those of the best private semi-classical school in the county. The accommodation for recreation, gymnastics, &c. is superior to that afforded by private schools.

Boys' Schools, Norfolk.

The school and master's residence belong to the rector of Saham Toney, who gives the following account of the financial success of this establishment:—

"I built and established it about 14 years ago, at a cost of more than 2,000*l.*, but I have never had or thought of having any return of money, either in the way of principal or interest. I allow the master to have the use of the house and land rent free, but he pays occupier's taxes and repairs, and he has for himself all that may arise from the boys' payments. The school has been always self-supporting, and the master tells me he has been able to save something for some years till the present, when the number of boarders has been reduced perhaps by about eight, probably by the recent establishment of the *Albert Memorial School in Suffolk."

The charges, estimated for 40 boarders and about ten day boys, should be lower than those of private schools of the same grade and quality where the masters pay rent or expect interest for their capital. They are, in fact, lower, the average bill for boarders being 33*l.* and for day scholars 7*l.* per annum. The teaching power obtained at these prices is also high, viz., one teacher for every 17 boys. Again, the constant supervision of the rector is another gratuitous advantage, but on the other hand it tends to limit the scholars to Church of England boys.

Compared with Hexham Proprietary School.

It is instructive to compare the objects and results of this school with those of Hexham Proprietary School. Both have been recently established with the view of improving the education of the trading and farming classes. At Hexham the proprietors are quite disinterested and aim at no pecuniary advantage. At Saham Toney the founder has been most munificent, and has made a large pecuniary sacrifice. In both schools local habits and traditions are followed or respected.

Thus the school at Hexham is a day school open to both sexes; Saham College School is a boarding school for boys. At Hexham the proprietors' contribution to the cause of education takes the form of a conditional guarantee, the master being regarded as a superior kind of "adventurer." At Saham Toney the founder contributes the buildings and leaves the school to be self-supporting, thus anticipating the policy subsequently adopted by the promoters of Framlingham College. The proprietors' guarantee at Hexham has the effect probably of raising the price of education, though not to an unreasonable charge. The rector's gift at Saham Toney has reduced the price without making it unduly or unnecessarily low.

Thus day scholars at the two schools pay very nearly the same fees, if drawing be included. These fees are comparatively high for Northumberland and low for Norfolk, viz., from 6*l.* to 8*l.* per annum.

At Hexham no provision is made for religious instruction. The Scriptures are read and the master opens the school every morning

* I have since learnt that Saham College School has fallen off in point of numbers. This is probably attributable, as the rector suggests, to the establishment of the Agricultural College at Framlingham.

with an *extempore* prayer. This is characteristic of many Northumberland schools.

At Saham Toney the liturgy of the Church of England is systematically taught. Though this is in some measure due to the relation in which the rector stands with regard to the school, yet the same feature is to be observed in the teaching given at Framlingham college, where religious instruction in accordance with the doctrines of the Church of England is prescribed by the Charter of incorporation. Dogmatic teaching of formularies finds more favour with the clergy and country gentry of Norfolk than with the middle-class Presbyterians of Northumberland.*

I examined the several classes at Saham College School in their various subjects, but as my examination was not so minute as that of the Cambridge Syndicate inspector who visited the school in the previous year, I subjoin the report which he made on that occasion. In most points I can confirm his account of the school. The mathematics, however, were not so advanced at the time of my inspection, nor was the English history so good as the other subjects. In dictation the upper boys were good, but the lower boys, who had lately been admitted, were decidedly bad.

MIDSUMMER REPORT, 1864.

Saham College,
Near Watton, Norfolk.

Time occupied by examination.—I spent the afternoon of Monday, June 13th, and the whole of the 14th and 15th in examining this school *viva voce*. I also gave papers in Scripture, Latin, French, English composition, arithmetic, algebra, trigonometry, history, and geography, which I have since looked over. The boys were attentive during the *viva voce* examinations and their manners were straightforward and pleasant. The paper work has confirmed the impresson left by the *viva voce*.

Scripture.—Good throughout the school. Classes I. and II. showed a very satisfactory acquaintance with a book on the prophecies and their fulfilment in the New Testament.

Arithmetic.—An excellent average. The papers of a large number of the boys were most creditable.

Algebra.—Nineteen boys. One boy presented himself for examination up to the Binomial Theorem, and acquitted himself well. The others professed the four rules and simple equations. In some cases the work was good, and the general average was very fair.

Trigonometry.—One boy. His papers showed good knowledge and understanding of the subject.

Euclid.—This was not among the subjects returned for examination. I found however, that one boy had prepared six books, but in the hurry of the last afternoon I neglected to examine him. Three others had read respectively twenty propositions, thirty, and the whole of the first book. These I examined *viva voce*, and, though decidedly not strong on the subject, they seemed to understand it tolerably well.

Latin.—Twenty-four boys presented themselves for examination. The Horace and Cicero of Class I. were done well. Class II. construed Cornelius Nepos very well, but showed considerable ignorance of the principal parts of irregular verbs, and the declensions of irregular substantives. Classes III. and IV. were well up to their profession.

History.—*Viva voce* good throughout the school. Classes I. and II. had a paper on the subject, which they did much more sensibly than I should expect from boys in general.

Geography.—A useful knowledge of England and Europe was displayed. Classes I. and II. professed also North America, but a very few knew much

* For time tables of these two schools see Appendix (C.) p. 575.

Boys' Schools, Norfolk.

about it. I was pleased by the careful knowledge shown by the maps which the different classes drew for me.

French.—Thirty boys. Racine and Mignet (Marie Stuart) were construed well by Class I., and fables, &c. by Class II. The grammar of both these classes was satisfactory. Classes III. and IV. are making good progress. On the whole this is a good subject throughout the school. More attention might be paid to pronunciation.

Reading.—Satisfactory. I spent some time in asking ordinary questions arising out of the English the boys read to me, with the view of testing their general intelligence. The result was good.

Writing.—Excellent.

Spelling.—I gave very easy dictations, and was satisfied with the results. Some of the boys were careless in their general paper work, and the geographical spelling was extremely phonetic; but the dictations showed that they could almost all spell when their attention was called to the matter.

Composition.—Generally neat and thoughtful.

Drawing.—Not any very advanced students. So far as they go their performance was creditable.

Drilling.—Appeared to be careful and neat.

Singing.—Deficient, I thought, in taste, and in taste only.

Lectures are given by a resident master in chemistry, &c., but I am unable to make any report in this branch.

Buildings and General Remarks.—The buildings are very neat and convenient. There is accommodation for 40 boarders, in addition to which there are 14 day scholars, making a total of 54 boys in the school. The schoolroom is very conveniently arranged, and the class-room is to be enlarged during the ensuing vacation. There is a large playground, with gymnastic apparatus, and also a covered playground of good size. There is a cricket field a mile off.

The whole air of Saham College, internal and external, has left a very favourable impression on my mind.

To the Secretary of the Syndicate
appointed by the University of
Cambridge to provide for the
Examination of Schools.

(*c.*) *Non-classical Schools.*

Description of a non-classical boarding school.

My description of a non-classical school for boarders will be taken from my diary. The school referred to in the following account is a good one of the class; it is a receptacle for neglected farmers' sons, who have been trained at home under governesses. Few establishments of the kind are so well managed, and I believe the educational results are not worse than those of other schools which abstain from competing in the local examinations. This I repeat from hearsay chiefly; but the general resemblance between this school and Snettisham Grammar School bears out the truth of the statement.

"* * * Academy, containing 33 boarders and 11 day boys (highest bill for boarders 30*l.* per annum), is apparently a very flourishing concern. The house and premises are of the nicest description. There is an appearance of taste and comfort about the rooms which is not to be seen in a single Northumberland school, and it is clear that the ménage is excellent. Bedrooms are capital; the largest, containing nine beds, is as pleasant and cheerful a room as you can see. The playground is sufficiently large for minor amusements, and there is a good garden belonging to the master, to which the boys have access. The green, five or ten minutes' walk from the school, is just the place for cricket or football.

"During the 37 years in which Mr. * * * has been engaged

in tuition, he hasn't spent (so he assures me) 5*l.* on medicines for boys. This I can well believe; the health and comfort of the pupils being evidently attended to with the utmost care; it is in fact what the parents, chiefly farmers, require; they do not regard the instruction given. Geography and history are considered a mere waste of time, and as for Latin it is really unknown. There is nothing taught in the way of French. Some half dozen boys learn to play the piano and to sing. A dancing master comes once a week; and a few scholars are taught drawing, not as an instrument of education, but as an accomplishment.

"The boys, between 40 and 50 in number, are divided into two classes. This simple arrangement is of itself sufficient evidence of the low standard reached by the oldest boys, who in many instances receive no further instruction upon leaving school for the merchant's desk or the counter. The first class contains boys aged from 11 to 15, and the second boys aged from 9 to 11.

"There are two masters. No attempt is made in the teaching to explain a single principle or process. All is rule, rule, rule. Even the rule is learnt as something independent of its applications which, in the case of arithmetic for example, are not in any instance understood by the boys.

"The education, viewed as a specimen of mental training, is inferior to that given in many cheap Northumberland schools.

"The school, however, is popular. One boy, the sharpest in the school, rides in every day a distance of five miles, and others walk two or three miles to school. The master, moreover, has as many boarders as he can take. The boys are treated no less kindly, and probably more judiciously, than they would be at home. They are nice boys of their class, orderly, well behaved, and attentive, but not intelligent. The masters are admirable administrators, but they cannot teach anything rationally or scientifically, being deficient both in method and materials."

It is unnecessary to give details of the examination. Boys come at the age of 10 quite ignorant and leave at the age of 14 to enter on the practical business of life. All that is absolutely essential for a tradesman's assistant or apprentice is forced into the boys during these three or four years by the most summary and compendious processes.

Of subjects not required for business but for the show of the thing included in the school course, I may instance the history. One boy told me that Alexander the Great was king of England, and a second that he was king of France, while a third informed me that Herod was the last king of the Norman line.

Subjects essential for business were a little better. The reading was fair, but the spelling was bad. In arithmetic the compound rules, practice, and interest were fairly worked, but a rule of three sum, which required a slight exertion of thought, was incorrectly stated by 24 out of 25 senior boys.

It is fair to say that I was received with great cordiality by the master, who showed me everything connected with his establish-

Boys' Schools, Norfolk.

ment; he did not interfere in any way during my inspection; on the contrary, he seemed rather to enjoy a very gross blunder. No doubt he felt that whatever I might think of the teaching, parents were satisfied, and boys were healthy, contented, and well behaved. These were the essential objects of his school, and so long as he taught a boy to read and write a letter and to make out a bill, it mattered little what else they pretended to learn.

Cheap day schools.

Of the cheap schools frequented for the most part by day scholars it is impossible to give a general description; they vary according to the qualifications of the teachers, some of whom are superior in intelligence and general information to the proprietors of non-classical boarding schools, though they have not their capital or their administrative ability. In general a boarding school master who will not send in candidates for the local examinations may be assumed to be incompetent; but there may be sufficient reasons to explain why boys from the cheaper day schools do not compete.

The worst school I have seen anywhere was a school of this class in Norfolk. But it was really a school for the poor and was attended by children of both sexes. "Religious subjects" were stated by the master to be preferred by parents and best fitted for the scholars. The school appears to be connected with a charitable trust, which,* as I shall point out in another part of my report, requires to be looked into. With the exception of one sharp and sturdy boy who could work the compound rules and easy sums in practice, the scholars could barely read, and could not understand what they attempted to read. Spelling and ciphering were very bad, worse I should think than in the worst National school.

On the other hand I inspected one very fair specimen of this class of schools. It reminded me of the best day schools in Northumberland, the processes of instruction being mainly oral, and the boys being accordingly interested in their work. The school, however, also resembled the Northumberland schools in the defective arrangements for the accommodation of the pupils. The room was small; there were but limited appliances for writing, and there was no playground except a confined back yard.

The British school at Wells is at least as good a school as any private one of this class, and so probably is Norman's School at Norwich, a largely endowed establishment for the benefit of a certain number of families. Speaking generally, I should say that it would be an advantage if all cheap day schools in Norfolk of this inferior description were taught by trained masters.

Albert Middle-class College at Framlingham.

Albert Middle-class College at Framlingham.

The latest and most important attempt to improve the education of the farming and commercial population in the Eastern counties has resulted in the foundation of the Albert Middle-class College at Framlingham.

The extent and novelty of its design claim for it a separate notice. As the college was established to meet a definite want and

* This is Ringar's Trust, noticed on p. 534.

to remedy acknowledged defects a short account of its foundation and organization will be instructive, as confirming in many particulars the independent description above given of middle-class education in Norfolk, and as indicating the practical means by which it has been proposed to improve it. BOYS' SCHOOLS, NORFOLK.

The want in this district of a school where a sound, general education, exclusive of classics, might be obtained for boarders at a cost of about 30*l.* per annum, was proved by the fact that neither the endowed grammar schools at which Latin and Greek were taught nor the Government schools of primary instruction were attended in any great numbers by the sons of farmers and tradespeople. Parents of this class had accordingly been driven to private academies, offering for about the sum named an education professedly intermediate to that given at the two classes of schools just specified, and really inferior in quality to that supplied at many National schools. This defect in the quality of education imparted at commercial academies was the first thing to be remedied; but it was also felt that no school could be deemed satisfactory where the results of the teaching were never formally tested by independent examiners, and where the teachers were responsible only to a class of parents not sufficiently enlightened or exacting in these matters.

Under these circumstances some of the principal landowners and others interested in the county of Suffolk took the opportunity furnished by a proposed memorial in honour of the late Prince Consort to supply the want and remedy the defects above mentioned. Subscriptions and gifts amounting to nearly 25,000*l.* were collected for the joint object, and it was decided that the memorial should take the form of a large middle-class school. Design of its founders.

The promoters of the scheme had apparently observed that two conditions were essential to its success. The first was that the farmer's predilection in favour of boarding schools must be respected; hence it followed that the school need not be established in a large town with the view of attracting a subsidiary body of day scholars. The second was that whatever the improvement in the quality of education offered, material comforts must not be neglected or current prices exceeded. On this latter point the large amount of subscriptions received was sufficiently reassuring. It was estimated that if this sum were sunk in the erection of appropriate buildings an institution satisfying all the necessary conditions would be self-supporting. So far the experiment has justified this calculation.*

A site of 15 acres was obtained under the provisions of an Act of Parliament out of certain charity property held in trust by Pembroke College, Cambridge, for the benefit of Framlingham, Debenham, and Coggleshall parishes, in consideration of which Site and incorporation of school.

* It is estimated that a surplus of not less than 1,000*l.* per annum may be reckoned upon for some time to come. This would prove useful hereafter as a repairing fund, and might also be applied to the augmentation of masters' salaries.

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grant six scholars from these parishes were to be educated gratuitously if admitted as day scholars, and at a reduced charge if boarded and maintained. This last-named provision was further recognized in a subsequent charter, whereby the Albert Middle-class college in Suffolk was incorporated with the usual powers, and the government of the foundation committed to a president, vice-president, and governors, and their successors.

School opened in 1865.

The buildings had in the meantime been commenced. In April 1865 the college, calculated for 300 boarders was opened, and in the following month 270 boys had been admitted. At the time of my inspection, in February 1866, the school was more than full, the number of pupils being 310, of whom two were day boys nominated by Pembroke College.

Byelaws.

Before the opening of the school the governors had framed a body of byelaws, 54 in number, relating to various matters of detail and administration. Provision was made for meetings of the governors, for the nomination of committees, for the regulation of financial matters, the custody of the corporate seal and papers, and for amending or adding to the original body of byelaws. To these points it is unnecessary for me to refer, but other subjects treated of in the bye-laws are of more importance. These are (1), nominations to the college; (2), regulations respecting the masters and officers; and (3), regulations respecting the pupils.

Nominations. — The byelaws provide that the nominees of Pembroke College, being boys belonging to the privileged parishes, shall be admitted, at the option of the master and fellows of the college, either as day scholars free of all charge or as boarders free of charge for education, but chargeable at the rate of 17*l.* per annum for board and maintenance; further, that every donor of 5*l.* or more shall (subject to the byelaws) be entitled to nominate boys according to the following scale:—

* A donor of	5*l.*	to be allowed	one	nomination.
,,	10*l.*	,,	,,	two nominations.
,,	20*l.*	,,	,,	three nominations.
,,	25*l.*	,,	,,	three nominations, or one for life.
,,	50*l.*	,,	,,	three nominations, and one for life.
,,	100*l.*	,,	,,	four nominations, and one in perpetuity.
,,	150*l.*	,,	,,	five nominations, one for life and one in perpetuity.
,,	200*l.*	,,	,,	six nominations, and two in perpetuity.

* Each payment for a nomination must be regarded as an entrance fee, and this must not be forgotten in taking account of the annual school fees, for the entrance fee is never less than 5*l.*, and in the case of large donations it is considerably more. To a middle-class parent it may be put at 5*l.*

and for every further 100*l.* above 200*l.*, two nominations and one in perpetuity.

All nominations are in all cases subject to the approval of the governors, and when there is a limited number of vacancies boys from the county of Suffolk have precedence of admission before all others.

Masters and Officers.—By the byelaws the ordinary management of the scholastic and domestic affairs of the college is entrusted to the head master. The assistants are under his control. The byelaws also make provision for the appointment of a chaplain, auditors, secretary, medical officer, and matron, and specify their respective duties. At the time of my visit the chaplain had not been appointed, the chapel being still unfinished. The medical officer and matron are required to report, when necessary, to the master. It will thus be seen that the powers of the master within the precincts of the college are very complete.

When I inspected the college there was a staff of 12 masters for 310 boys, viz.:—

A head master,	salary	300*l.*	per annum, with a residence.
One assistant	„	150*l.*	„
One „	„	130*l.*	„
Two „	„	100*l.*	„
Two „	„	90*l.*	„
One „	„	80*l.*	„
Two „	„	75*l.*	„
Two „	„	70*l.*	„

Among the assistants were included the French, German, and drawing masters. Such of the assistants as are single men have board and lodging; married men, with the exception of the head master, having a larger salary in lieu of these allowances. The number and payment of the masters and assistants are not regulated by the byelaws, and the foregoing information applies to the actual staff at work in February 1866.

Pupils.—The regulations affecting the pupils are very numerous, and it will suffice to give an abstract of the most important:—

(1.) No boy, except by special leave of the governors, can be admitted under 9 or above 16, or remain after the end of the term next after he shall have attained the age of 18.

(2.) School fee for Suffolk boys 25*l.* per annum; 18*l.* for two terms; 10*l.* for one term, the school year being divided into three terms, and 12 weeks in the year allowed for vacations.*

For ex-county boys an extra charge of 5*l.* per annum is made, making the school fee 30*l.* per annum.

These charges include tuition, board, washing, and all

* The school terms are from the second Monday in January to the second Monday in April; from the second Monday in April to the second Monday in July; from the first Monday in September to the second Monday in December.

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expenses except school books (supplied at cost price), repairs of clothes (not linen), special medical attendance, and extra subjects of instruction.

(3.) A report of each boy's conduct and progress is to be sent to his parent or guardian every year.

(4.) The course of instruction is prescribed as follows:—

I. Religious instruction in accordance with the doctrine and practice of the Church of England, subject to the usual exception in the case of Dissenters objecting.
II. The essentials.
III. English grammar, geography, and history.
IV. Latin.
V. French and German.
VI. Mathematics, surveying, and book-keeping.
VII. Elements of the natural sciences.
VIII. Agricultural chemistry (not taught at the time of my visit).
IX. Drawing.
X. Vocal music.

The extras are Greek, in which subject there were seven students at the time of my visit, instrumental music, at a charge of *1l. 3s. 6d.* per term, which includes the use of a pianoforte, and dancing, at a charge of one guinea per term.

Other byelaws relate to the following matters:—

The payment of fees in advance.
Notice of removal of pupils.
Expulsion of pupils at the discretion of the master, subject to an appeal to the governors.
Punctual return of boys to school.
*Holidays and half-holidays.
Leave of absence (forbidden except under special circumstances).
Appearance or risk of infectious diseases.
Clothes, linen, &c. to be brought by each pupil.

The only uniform is a regulation cap, which is supplied by the college tailor and must be worn.

The byelaws further give power to the governors to appropriate at their discretion such sums as they think proper for exhibitions, scholarships, and prizes.

Scholarships of the yearly value of *25l.*, and prizes of the yearly value of *15l.*, have been already founded by special gifts.

Other regulations.

Regulations not prescribed by the byelaws have been introduced for the better management of the school.

Among these the following are noticeable:—

An entrance examination in reading, writing, spelling, and the simple rules of arithmetic is enforced.

Attendance at the College Chapel on Sundays is not compulsory.

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* Wednesday and Saturday afternoons in every week are half-holidays; Monday and Tuesday in Easter week, and Monday and Tuesday at Whitsuntide are whole holidays.

in the case of boys whose parents being Dissenters object to it, but such parents are required to undertake that they will provide for the care and management of their boys on the Sunday to the satisfaction of the governors. BOYS' SCHOOLS, NORFOLK.

The hours of study are fixed, viz:—

7 to 8 a.m. for preparing lessons.
9.30 to 12.30 p.m. work in school rooms.
2.30 to 4.30 do. do.
7 to 8 p.m. for preparing lessons.

There is a regulation * list of clothes and other articles required by each boy, and also of books used in the school. The cost of the books required by a boy in the junior classes is about 40*s.*, and care is taken to keep this item of expenditure as low as is consistent with each boy's progress.

Examinations are held every term, and the printed lists of the result determine the boys' places in class in the next ensuing term. These examinations are conducted by the master, but it is proposed to hold a yearly examination conducted by some independent authority. Examinations.

Of the 310 boys in attendance on the day of my visit, 26 were over 15, 10 over 16, and 2 over 17 years of age. The youngest boy was 9 years old. Number and ages of the pupils.

The boys were distributed in two divisions according to their general proficiency. The senior division contained 168, and the junior 142 boys. In the senior division three boys were under 11 and two over 17 years of age. In the junior division the oldest boy was 15, and the youngest boy 9. Each division was subdivided into four forms, thus making eight forms in all. Although the number of boys in each form was large, the standard of attainments in each was tolerably uniform, considering the variety of schools from which the boys had but lately been collected. The large number of scholars and masters allowed a more perfect classification than is usual in private schools, when the boys are generally arranged in three classes.

I have already stated that there were 12 masters, a smaller proportion than in Saham College School, but a larger one than in Newcastle Grammar School or Norwich Commercial School.

The buildings comprise two large school rooms, one being assigned to each division, and each capable of holding 170 or 180 boys. There are four class rooms, besides a library and board room, both of which are usually available as class rooms. These can each accommodate a single class at a time. The library did not contain many books, and was used as a subscription reading room. Buildings.

There is a spacious dining hall for about 350 boys. In this hall the masters also dine together. I was invited to join their party, and can bear witness to the good quality and abundance of the food. It is supplied by contract from the town of Framlingham. In close

* These lists will be found with some additional particulars in Appendix (D.) p. 580.

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contiguity to the hall are the kitchens and offices in connexion with them, all well arranged on a scale commensurate with the needs of the establishment.

The dormitories are about 12 in number. The largest contains 62 single beds, and the smallest 15. Two rooms contain 34 each, and the remainder have an average of 20 beds each. All the rooms are well ventilated, clean, and nicely arranged; connected with them are the various rooms and closets for linen, clothes, &c., these being a special department under the supervision of the matron.

The lavatories are excellent, but the corridors leading to them were cold.

All the linen used in the establishment and worn by the boys is washed on the premises, and although the domestic arrangements are on so large a scale, every contrivance has been devised for the orderly disposition of the several departments. In this respect the college may fairly compete with the comfortable boarding schools of the county of Norfolk.

There is a detached ward used as an infirmary, but it is intended to erect a special building for this purpose. At present any infectious disease is treated outside the walls of the college. It must be borne in mind, that if proper precautions are taken to prevent the spread of fever, a large public school, as this may fairly be called, has a great advantage over a small private establishment. Measles, scarlatina, &c. are the great enemies of boarding schools, and the appearance of a single case frequently breaks up a whole school and keeps the boys away from work for a long time together; but, if a school is sufficiently large to allow the complete isolation of fever cases at a moment's notice, the work of the classes need not be interrupted; although if an infectious disease once gets hold of a large school the consequences are more serious.

The chapel was approaching completion at the time of my visit.

The general appearance of the buildings is very striking; they are extensive and sumptuous, but their situation is their best feature; they stand on a healthy eminence, facing the fine ruins of Framlingham Castle.

I have already stated that there is a large playground and that a covered gymnasium is to be annexed to it.

In fact everything has been devised and executed in such a way as to satisfy the most exacting advocate of modern theories on the subject of school improvement. The education is sound, and at the same time suited to the wishes of intelligent parents and to the future occupations of their sons, and the material well-being of the boys is provided for at a price which parents will pay.

General remarks on the results of my examination.

The boys belong chiefly to the farming class. Like all boys of this class whom I have seen in Norfolk schools, the scholars were attentive in school and well conducted out of school. Corporal punishment is rarely inflicted, but when inflicted it is recorded. Detention in the buildings and confinement to the grounds are the more usual punishments. Two boys had been expelled shortly

before my visit; they had absconded once, and had threatened to abscond a second time. Considering that the school had recently swept together so large a number of boys previously trained at various places of education it is remarkable how easily and effectively discipline was enforced. Reports of the conduct and progress of each boy are sent yearly to his parent or guardian. At Saham College School similar reports are sent quarterly. It is quite possible that such reports may be sent too frequently. I was assured by a gentleman, who spoke with some authority, that nothing had contributed more to the failure of the Diocesan School alluded to in a former page than the worry and vexation caused by a system of monthly reports. Parents who had sent their boys to school, as they thought, to be corrected by their masters were irritated by periodical accounts of their sons' peccadilloes; and the boys not having time to retrieve themselves were disheartened and hardened after each fresh offence.

In Appendix (D.) p. 581 will be found a specimen of the terminal examination lists, which will show how elaborate the system of examination is. Although such examinations may be too minute and too frequent, the practice of answering written papers from time to time improves the general intelligence of the scholars.

Simultaneous answering is usual in class, and indeed is necessary where the classes are large. Where oral teaching is much employed it cannot be dispensed with, but it has its disadvantages. It certainly gives life and animation to a school lesson, and it ought to make the teacher dexterous in putting his questions so as to probe and correct, if necessary, misapprehensions and mistakes betrayed in previous answers. But it too often makes both teacher and scholars inaccurate and unprecise from the rapidity and looseness of thought which it encourages, and it also gives idle boys a chance of never answering a question at all.

It is unnecessary to particularize the results of my examination, except that the parsing of English was not sufficiently attended to.

The junior division were examined in grammar, geography, English history, Latin, and arithmetic (*vivâ voce*). The results were very satisfactory.

The senior division were catechised by the master in Scripture, and examined by me *vivâ voce* in French. The latter subject was extremely good. German was just commenced. In Latin the older boys were reading Cæsar and doing short exercises; but Latin is not much encouraged.

Seven boys learn Greek. Twenty-four learn the piano, three instruments being provided for them. These are extras.

I took the senior boys *vivâ voce* in Euclid. Their knowledge of the propositions to the middle of the first book was very fair. The same boys answered a paper in arithmetic, with two or three simple questions in algebra. Their work was very good. It showed more intelligent knowledge of arithmetical principles than is to be found in most Northumberland schools where no work is committed to writing. On the whole I consider the school, as a semi-classical

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school, inferior only to the Commercial School at Norwich and the Grammar and Commercial School at Yarmouth; and it must be remembered that at the time of inspection it had only been ten months in existence.

At the local examinations in 1866 it passed 16 boys, some of whom distinguished themselves in modern languages. It was in this department of education that I observed at the time of my visit the chief indications of future promise.

The General Conditions of Semi-classical Education as illustrated by the three most important Schools in Suffolk, Norfolk, and Northumberland.

The experiment made at Framlingham College is the more important and interesting because it attempts to solve the question of middle-class education in its largest and most practical form, without interfering with the extreme cases for which sufficient provision is already made.

Parents of the middle class who are content with a rudimentary instruction for their children require no assistance and deserve no encouragement. If they will not take advantage of the Government schools, no other public school of a more exclusive character should be endowed or maintained for their benefit.

Parents, again, who wish to give their sons some education in the learned languages and the higher mathematics can send them to a grammar school, where these subjects are taught with more or less success and at moderate terms. But the great mass of boys intended for commercial pursuits require a course intermediate to the classical and the elementary courses. The question what that course should be and how it can be supplied has remained till lately unanswered, and cannot yet be said to be practically determined.

Of all the schools, not private schools, which attempt to train boys in a superior manner for the merchant's desk, the counter, or the farm, three are far more important than the rest both in point of popularity and numbers, and also in respect of the quantity and quality of instruction supplied. These are the college at Framlingham, the commercial department of Norwich School, and the Grammar School at Newcastle.

Owing partly to local circumstances and partly to the principles on which they severally attempt to carry out their objects, there are points of resemblance and dissimilarity in the three schools which it may be worth while to notice. They all aim at the same object, viz., to give a sound general education to boys leaving school at the age of 15, and destined for the pursuits of commerce, trade, or agriculture. They disclaim all pretence of imparting a learned education, and profess to give their chief attention to English subjects, while they introduce more or less of other subjects not taught, or taught inefficiently, at commercial academies. They are all successful in their way, and their efficiency is due to the appropriateness of the means employed. Their teachers are well trained and experienced persons, knowing what they profess

to teach, without pretending to the character of scholars or mathematicians. They are good administrators, capable of maintaining order and enforcing discipline. The school charges are at least as low as those of semi-classical or commercial schools, where the quality of instruction is not so good, although there is some difference between the terms at the three schools in question.

The Newcastle and Norwich Schools are both day schools, and are well attended by boys belonging to the class for whom the instruction is especially suited. Newcastle contains a population of 110,000, and is within easy reach of Gateshead, North and South Shields, and other populous districts lying along the banks of the Tyne. The number of boys attending the Grammar School is about 230. The population of Norwich is about 75,500, and the commercial department of King Edward's School has about 200 scholars. This is a larger number, relatively to the population, than the Newcastle School can boast of. But it must be stated in explanation of this fact that the accommodation of the Grammar School at Newcastle is not adapted for a larger number of boys, and that there are in the town two other large day schools of the same character as the Grammar School, which absorb 300 boys between them. At Norwich, on the contrary, the Commercial School is the only important day school for the middle classes, and its accommodation is excellent. The charges at the Newcastle School are about 1*l.* 3*s.* a quarter. This sum covers the expense of pens, ink, stationery, fires, and cleaning, but not of books. At the Norwich School the quarterages are 16*s.* for boys under, and 1*l.* 1*s.* for boys over, eleven years of age. Printed books, paper, pens, pencils, and other stationery are charged to the parents and friends of the pupils.

This reduction of school charges to an amount much below the current price in Norfolk, but not below that at Morpeth and Hexham Grammar Schools in Northumberland, has been effected by the aid of an endowment for masters' salaries three times as large as the payment made out of the Corporation funds to the present Grammar School master at Newcastle. The Head Master of the Norwich School is also provided with a residence, and the school premises placed at his disposal are much more complete and attractive than those of Newcastle Grammar School.

The school buildings at Framlingham are equally good; but the estimated cost of a day boy's education is about 9*l.* per annum, or twice as much as the charge at the two other schools just mentioned. This estimate is arrived at from the fact that the nominees of Pembroke College, if admitted as boarders, are charged 17*l.* per annum for their maintenance. It must be remembered that the terms at Framlingham College are calculated so as to furnish the salaries of the masters and other officials, and also to secure a balance of receipts over expenditure, which may be put at about 3½ per cent. on the sum raised by public subscription.

Framlingham College being a boarding school has an excellent cricket field, Norwich Commercial School has a small enclosed

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playground in the heart of the town, Newcastle Grammar School has no playground at all.

The benefits of the Norwich and Newcastle schools are restricted to persons living within a certain distance, whereas, subject to the preference of admission granted to Suffolk boys, Framlingham College is open to every one.

The subjects of instruction vary in the three schools.

At Newcastle Greek is part of the school course, and is learnt by 60 or 70 boys. At Framlingham it is optional, being an extra subject taught to six or seven boys. At Norwich it is not taught at all.

Drawing, German, and vocal music form part of the school course at Framlingham. None of these subjects is taught at Newcastle Grammar School, and only drawing at Norwich Commercial School.

At Framlingham it is intended to give instruction in agricultural chemistry. Instrumental music is learnt by about 25 boys as an extra. Neither of these subjects is taught at either Norwich or Newcastle schools.

At the Newcastle School there is one teacher for every thirty-five boys. At Norwich and Framlingham one for every thirty, and for every twenty-five boys respectively.

The processes of teaching employed in the three schools are so far similar that oral instruction is the rule in all three. The practice of simultaneous answering in class is also adopted in all, and throughout the schools the classes are larger than in classical schools. The mere act of teaching in every one of them is a laborious exertion, requiring health and energy on the part of the teacher. In Newcastle Grammar School especially the masters do not spare themselves, and the physical effort expended in talking and questioning is a great daily strain upon them.

But there are some points of difference in the teaching of the schools, which become more apparent when an attempt is made to test the results obtained. At Newcastle all the knowledge of all the boys, senior and junior, is hammered into them and extracted from them *viva voce*. The system is the National school system, extended to other and more advanced subjects, and apparently there is even less practice in written work than in some Government schools, where papers in arithmetic are not unfrequently set.

"I remember, when I was young," says Ascham, "in the north "they went to the grammar school little children, they came from "thence great lubbers, always learning and little profiting, learning "without book everything, understanding within the book little or "nothing. Their whole knowledge by learning without the book "was tied only to their tongue and lips, and never ascended up to "the brain and head, and therefore was soon spit out of the mouth "again. They were as men always going but ever out of the "way, and why? For their whole labour, or rather greater toil "without order was ever vain idleness without profit. Indeed they "took great pains about learning, but employed small labour in "learning."

Though this criticism by no means applies in all its severity to the teaching of Newcastle Grammar School, yet it serves to indicate its faults and defects. There is "great toil" spent on the teaching, and too much "learning without book." The process is not favourable to the development of the reflective and reasoning faculties, though it quickens the powers of attention, observation, and memory. On the other hand, at Framlingham College and at the Norwich Commercial School, while oral instruction is employed throughout the school, the older boys are at the same time trained to answer written papers in the more advanced subjects, and are afterwards sent to compete in the local examinations. They thus have to face the leading difficulties of a subject without any kind of assistance, and learn not only to rely upon themselves but also in some measure to think for themselves. It is this element of thoughtfulness which is wanting at the northern school, though in other respects the instruction is accurate and precise, and the results, subject to the above exception, are eminently satisfactory.

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3. NORFOLK AND NORTHUMBERLAND.

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GENERAL COMPARISON BETWEEN NORFOLK AND NORTHUMBERLAND.

The comparison just instituted between the chief commercial or semi-classical schools in Suffolk, Norfolk, and Northumberland respectively suggests a more general comparison, embracing all that relates to the state of middle-class education in the two subdivisions of my district. But such a comparison is not an easy task. There is a want of parallelism between the educational conditions of the two counties which prevents the several points of interest from being brought into close juxtaposition or clear connexion with each other. The whole subject of middle-class education occupies a different range in either county.

Difficulty of instituting a comparison between the two counties.

MIDDLE CLASSES DIFFERENTLY CONSTITUTED AND ARRANGED IN THE TWO COUNTIES.

The initial point or point of separation between the labouring class and the grade immediately above it is better defined in Norfolk than in Northumberland, and in Norfolk the range includes a stage more advanced than any in the northern county. Accordingly the persons interested in middle-class schools are not comprised within the same* social limits. In Northumberland the clergy, the lesser gentry, and the educated and professional classes have in a

* In Northumberland there is a broad line of demarcation between the classes that do, and those that do not, take advantage of local schools. Below that line class distinctions are few, and are determined mainly by a comparison of incomes.

In Norfolk gradations of rank are more numerous and the subordination of one class to another does not depend mainly on their relative wealth. A traditional regard for family birth and social position is strong in Norfolk.

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great measure withdrawn their sons from local schools. In Norfolk they still retain a hold on some schools, and these offer the best education in the county. On the other hand the artisan classes in Newcastle and the other Northumberland towns have an appreciable interest in, and exercise a distinct influence upon, the state of middle-class education; but this is not the case in Norfolk. Lastly, the middle classes proper, such as are fairly included under the term, are very differently constituted and arranged. In Norfolk the most important element is that connected with agriculture; in Northumberland the manufacturing and mercantile interests prevail. This of itself will explain much that is dissimilar in the characters and mental peculiarities, the inclinations and prejudices, the habits and associations of persons resident in the two counties. I will specify, for instance, two points of difference which have an important bearing on the whole plan of middle-class education in Norfolk and Northumberland respectively.

1. In Norfolk all schools are class-schools, and farmers' sons especially are affected by this fact. In their school training they are scarcely ever brought into contact with children of a lower grade, and rarely with children of a higher grade. In Northumberland all classes below a certain point may be found represented as well in the best town schools as in the worst rural schools

2. The Norfolk farmer pays considerable attention to his personal comfort and that of his family. His domestic arrangements often give evidence of an amount of taste and social refinement far above his educational culture. The Newcastle man of business, though superior in intelligence and general knowledge, is less particular in these matters. Comfort and display are not much regarded by him, and provoke little or no emulation in the class to which he belongs.

Mental Peculiarities of the Middle Classes in either County.

The mental peculiarities of these two representative classes are, generally speaking, not less different than their habits and social instincts.

From an educational point of view the ordinary Norfolk farmer belongs to a Bœotian type; but it would be a mistake to measure his intellect by the results of his school training. His real education is picked up at the market and on the farm, and while his sons are under the care of their home governess they learn much more from what they see for themselves than from what they hear from her. This accounts for a certain natural skill and cautious sagacity, enabling them to manage their business and to avoid what is not their business with a success that more intelligent and well-informed men often fail to attain. The consciousness of these qualities and of their good results accounts for the low value which many of this class put upon the more advanced branches of instruction.

The man of business in a northern town is a much more intelligent person, but he appreciates sharpness rather than depth of intellect, and variety rather than accuracy of knowledge. He is

energetic and independent.* He reads much more than the Norfolk farmer does, but his reading is often confined to newspapers, magazines, and the current periodicals of the day. Popular expositions of science interest him more than standard works of literary excellence. Nevertheless he continues to add to his stores of book-learning long after the Norfolk farmer has closed all his educational accounts, and in a Tyneside town an intelligent and aspiring clerk will take lessons, especially in † modern languages, with the view of thereby increasing both his knowledge and his salary. And, generally speaking, the number of adults attending evening classes with the view of improving or continuing their education is rather remarkable and far larger than in any part of Norfolk.

RECOGNIZED QUALIFICATIONS OF TEACHERS IN NORFOLK AND NORTHUMBERLAND.

The mental peculiarities of parents necessarily affect the qualifications of teachers in private schools. As a rule these qualifications are not high in the county of Norfolk. I had some evidence of this fact myself, but I received more positive assurance from the accounts of others. A correspondent writes as follows:—"The standard of attainments with the heads of private and "ordinary endowed schools has been, if it is not now, discreditably "low . . . Much may be said, however, to show that, with refe-"rence to the order of minds they have to deal with in the parents "of children, they are not ill qualified. I will not say whether "the low value set on learning by nearly the whole population "round this place is the cause or the effect of the inferiority of the "teachers of private schools. The fact is certain, that the demand "for learning is vastly less earnest here than in such other districts "of England as I have any knowledge of." This was corroborated by another gentleman, a native of Staffordshire, but resident for 27 years in Norfolk. He considered that the middle class of farmers and substantial tradesmen cared less about education than the corresponding class in other counties, and even than the class in Norfolk itself, which stands socially between this and the industrial class. The immediate result of this indifference on the part

* The superior energy of the northern man of business is in a great measure due to the fact that the prizes of commerce and trade, though uncertain, have often proved large and sudden. They are also more directly ascribable to the possession of exceptional intelligence and sagacity than are the slow and steady returns from agriculture. A Newcastle clerk starting without capital may be a man of great wealth before he is forty. A Norfolk farmer cannot start without capital, and after twenty years' farming his pecuniary position may not be very materially altered. But in the eyes of his neighbours his status and credit are strengthened by the length of time during which he and his fathers have carried on the same farm. To keep up an occupancy of this kind requires no extraordinary amount of energy or intelligence, but it does require steady and regular habits, and careful attention to business. These are the best qualities of the Norfolk agriculturist.

† The following advertisement appeared regularly in the Newcastle papers during my stay in that town: "The German, Danish, Norwegian and Swedish languages "and literature. * * * continues to give private and public lessons in the above "languages." The trade carried on with the Baltic ports makes a knowledge of these languages very useful to clerks in merchants' houses.

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of a numerous and prosperous section of the community is (as has been already stated) that intellectual qualifications are not the test of a popular schoolmaster. And, as a matter of fact, the best private schoolmaster I have met with in Norfolk has a school supported rather by the smaller tradespeople than by the wealthy yeomen of the district. The schoolmaster in question is a man of ability and sound learning; none of his more successful rivals have any pretensions to either title; but the domestic arrangements in their schools are better adapted to attract parents who attach much importance to these matters, and who can only judge of the qualifications of a schoolmaster by the external appearance of his establishment.

Thus in Norfolk even the outward show of knowledge is not very strictly required from persons professing to keep school; but in Northumberland parents are more exacting. Hence, except in the case of persons conducting writing schools there is more display of learning on the part of teachers than in Norfolk, and though the northern schoolmasters are not always so sound and accurate as they might be, they are as a class distinguished by a more than average amount of mental activity. They are sharp, decisive, and energetic, and adapting their work to their peculiar qualifications, which are those of a good educational drill sergeant, they often succeed in turning out smart squads of fair uniform intelligence, without attempting to develope the unequal capacities of individual boys. In most of the private schools the instruction in all but the English subjects is unsound, but some of the masters even in these schools showed by their letters and by their replies to the schedules of inquiry that they could express themselves with ease and elegance in their own tongue. English composition, however, is not systematically taught in many schools, and I attribute this excellence of style to the careful manner in which English grammar, and especially parsing, is cultivated in the district; and this is borne out by a more exceptional instance from the other portion of my district. By far the best letters I have received in the whole course of my inquiry were from a Norfolk schoolmaster who is an enthusiast on the subject of English grammar.

Opinions prevalent in either County respecting Religious Instruction.

There is another point of difference between middle-class parents in Norfolk and Northumberland, which I shall notice here, as it has a certain bearing upon the question of qualifications required from a private schoolmaster. In Norfolk both churchmen and dissenters are in favour of denominational schools; in Northumberland this feeling is far less prevalent.

In the former county the endowed schools, as well as the proprietary establishments at Saham Toney and Framlingham are Church of England schools, and this distinctive character is further impressed upon most of them either by the practice of appointing clerical masters or by regulations, more or less stringent, enforcing

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instruction in the Church Liturgy and Catechism. As a consequence of this, certain private schools for boys and girls, among them the best private school for boys in Norwich, are known as dissenters' schools, being attended almost exclusively by the children of nonconformists. The proprietors of these schools appeared to me to be more ready than other schoolmasters and schoolmistresses to supply information and to allow an inspection of their scholars, and it is certainly a fact that in both counties wherever I had occasion to inquire into the condition of schools for the poorer classes the British schools were invariably represented as furnishing a better education, and as containing a somewhat better class of scholars than the National or Church schools.

This fact was brought under my notice more frequently in Northumberland, where schools of this grade are attended by some children of the middle class. Moreover, although most of the foundation schools in Northumberland are connected with the Church of England, the conditions of religious teaching have been in general relaxed in favour of nonconformists. In the rural districts, wherever a choice of denominational schools is offered, both farmers and labourers often make their selection without any regard to the religious character of the schools. At Stamfordham a Roman Catholic school for the poor was, at the time of my visit, more popular than the endowed school in connexion with the Church of England, and a clergyman in the neighbourhood of Hexham informed me of a similar instance, where the Roman Catholic school was attended by the children of churchmen and Presbyterians, simply because it offered a superior education. In Berwick the vicar sometimes recommended some of his congregation to send their children to the British school, where the fee was somewhat higher and the instruction more advanced than in his own National schools. Such instances of freedom from sectarian prejudices are still more common among Presbyterians, who depend upon Sabbath schools for the religious training of their children. Some week day schools, as Hexham Grammar School for example, are not even opened with prayer, and in most schools where there are no boarders the religious instruction is left to the discretion of the schoolmaster, who is generally contented with delivering an *extempore* prayer and hearing a chapter of the Bible read by the scholars. In Norfolk, on the contrary, middle-class parents, and especially middle-class churchmen, would not wish to see the systematic teaching of religious subjects so entirely ignored by the schools; and, moreover, the case of boarders is in this respect very different from that of day scholars, who are still, for a great portion of each day, under the control of their parents and friends.

The foregoing remarks will show how difficult it is to draw a detailed comparison of all matters bearing upon middle-class education in the two sub-divisions of my district. But there are still some subjects demanding notice; and at the same time it will be convenient to recapitulate in a summary form the more salient points of information given above. Accordingly in the remaining portion of my report, instead of treating the two counties apart

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from one another as I have for the most part treated them hitherto, I shall arrange the particulars respecting each side by side under their several sections. There is some risk of confusion and repetition in this arrangement, but it seems the most proper mode of describing the specific subjects actually taught in the schools, and a description of these and of the methods and results of the teaching in each individual subject occupies a considerable space in the following pages of my report. This arrangement is also suitable for the introduction of such suggestions as I have ventured to offer on the subject of endowed schools and of educational trusts in general.

GENERAL EDUCATION NOW GIVEN IN SCHOOLS.

The education now given in schools not of primary instruction may be classified roughly as *higher*, *middle*, and *lower*. The higher education, being preparatory to a more advanced course at the Universities or elsewhere, is supposed to be not complete when a boy is 17 or 18. The middle education is that which is considered suitable for boys commencing life in some business or profession at about 18 years of age. The lower education is the general course sufficient for boys leaving school at the age of 14 or 15.

Norfolk.

Higher education.—No education of this description is supplied except at the half-dozen schools which I have called classical. In none of them, except Norwich Grammar School, does it engross very much of the teacher's time or attention; nor is it anywhere carried out to the same perfection as at such schools as Marlborough, or the City of London School. From the constitution of the schools and the ordinary requirements of the students it is necessarily subordinated to the middle education.

Middle education.—This is the education chiefly provided by the classical schools. Such of the semi-classical schools as aim at preparing their best boys for the Cambridge local examinations afford, *to a partial extent*, the education required by boys commencing a practical career at about the age of 18. The best of these schools, however, never have any pupils so old as 18. For instance, the regulations of the Yarmouth Grammar and Commercial School, one of the very best of them, do not allow a boy to remain there after he is 16.

Lower education.—To some extent this is furnished by the classical schools, but more generally by the semi-classical and non-classical. It varies at the various kinds of school, and in the non-classical schools is not superior to the education given at a National school.

Northumberland.

Higher education.—Except in very rare and exceptional instances no higher education has been supplied by any schools in the county

for many years past. The education of boys attending a Northumberland school is supposed to be completed long before they are 18. Boys' Schools, Norfolk and Northumberland.

Middle education.—This is mainly provided by the "professional and commercial" schools. Some of the tradesmen's schools, especially the Newcastle Grammar School, give a much better education than the rest. Few boys, however, remain at any of these schools beyond the age of 15.

Lower education.—Besides the two classes of schools just mentioned, a considerable number of parish and other schools, designed in the first instance for the children of labourers, are attended by boys of the middle class, whose parents are content with the education there given.

Preparatory, Instrumental, Special, and Professional Education.

In Norfolk farmers' sons receive their first rudiments from resident governesses. In the rural districts of Northumberland the same class of boys, and even the sons of some professional men, are to be found very young at parish schools. Preparatory education.

The sons of middle-class residents in Norfolk towns of any size have different opportunities of learning the elements in small local day schools; but parents of this class in the larger towns not unfrequently send their boys at an early age to schools of general instruction. The number of professedly preparatory schools in Norfolk is extremely small. In Northumberland towns parents of the lower middle class take advantage of Government schools for the early training of their children; but they also send them to small private day schools and to larger schools of general instruction. Ladies' schools for girls of all ages sometimes contain a junior class for both sexes. Lastly, there are a few preparatory schools in Newcastle, generally kept by ladies and frequented by boys of the upper middle class, in some instances as boarders.

All schoolmasters whose opinion is of much value state distinctly that the elementary teaching of ladies' preparatory schools and of Government schools is better than home teaching. With the Government schools I have not to deal; but so far as my limited experience allows me to form an opinion, I can quite confirm this statement in regard to ladies' preparatory schools. The best I saw was in Norfolk, an excellent establishment of its kind. I am only surprised that there are not more of them, for the teaching and management of young boys are more successfully handled by ladies than the teaching of grown up girls. In the school to which I have just referred not only was the elementary instruction satisfactory, but the Latin accidence, so far as it went, was more accurately taught than in the majority of Norfolk semi-classical schools. This is probably because the whole attention of the teachers is concentrated on a few subjects, and only up to that point in each which they have themselves successfully mastered.

As the inferior schools of Norfolk and Northumberland attempt nothing beyond an instrumental course, such as will fit boys at the Special education.

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age of fourteen for business or trade, these schools may be said in a certain sense to offer a special rather than a general education. But the term is more correctly used of writing schools, which not only impart the mystery of methodical clerkship, but also give formal instruction in book-keeping. It is, however, very generally asserted that no book-keeping of any value is ever taught at schools. Every merchant and wholesale tradesman has a system of his own; and in many towns it is well known which houses keep the best books. It is said that a boy learns more book-keeping by a month's practice in one of these houses than by a year's instruction at school.

Another special subject attempted in one or two schools is engineer drawing, but this again is held in slight estimation by practical engineers, who assert that it is never properly learnt but in an office. Mensuration is a more successful subject, but still it requires to be supplemented by practice in land surveying. From all this it will be seen that special instruction, properly so called, does not assist a boy very much in mastering the details of his future business, whereas it undoubtedly checks his general culture, and in schools where it is confounded with general education it often prevents a boy from receiving any real intellectual training at all.

Education preparatory to a University or professional course of study.

In Norfolk classical and semi-classical schools, and in the Northumberland schools which I have called commercial and professional, the distinction between general cultivation and special instruction is kept in view. This is true also of some of the better tradesmen's schools in Northumberland, the Newcastle Grammar School in particular. These schools disclaim all pretence of imparting special instruction. They do, however, sometimes prepare boys for particular examinations such as are required before admission to the medical and legal professions or to the civil service; and in Norfolk classical schools an education preparatory to the University course is professedly carried on side by side with what is considered a finishing education. But, except at Norwich Grammar School, the boys intended for the Universities or for professions requiring a supplementary course are few in number. The case of these schools requires no special notice; but I may remark that a boy intended for Oxford or Cambridge is at a disadvantage in a school where he has few rival class fellows or none, and where the attention of the masters must be continually diverted, and mainly engrossed, by a lower class of scholars. At Norwich Grammar School it is found possible to combine the finishing education of some boys with the preparatory education of others; but if the latter class of boys were at all diminished in number, the school would be reduced to the same predicament as the other classical schools in the county. In its present state the school, in thus attempting to combine two kinds of education, is subjected to no difficulties which may not be overcome by a proper organization of classes and a well-arranged time-table; and any bad effects which may arise from the attempt are counterbalanced by the opportunity thus afforded of preparing

a certain number of boys up to a certain point for an academical course, and at the same time providing them with instruction in other branches besides classics and mathematics. BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

No school in Northumberland professes to prepare boys for the regular course at an English university; but among the best educated boys at local schools are those who enter the Newcastle College of Medicine, an institution connected with the University of Durham.

The course at the college is strictly professional, but "the best "preparation for it" (I am quoting from a letter I received from the president, himself a senior wrangler and second-class man in classics at Cambridge) "is undoubtedly the pursuit of sound *general* "knowledge, now happily insisted on by the general medical "council and tested by a matriculation examination indepen- "dently of the medical college." The examination, conducted by Durham graduates, is accordingly confined to "the rudiments "of general education," and includes merely dictation, English grammar, arithmetic, set portions of Scripture history, geography, and English history and selected works from one of four Latin authors. These are imperative; the following are optional: a book of Euclid, one French and one Greek author, with the grammar of either language. The college authorities "do not wish the "students to learn any medicine at school;" they would not, however, object to their learning the elements of natural science, which supplies the subjects for the first portion of their course. Newcastle College of Medicine.

The college is successful in supplying medical practitioners, many of them being also graduates of Durham, to the northern counties, although it has to compete with the Scotch universities. In a report recently laid before the General Medical Council by a committee appointed to visit the college the professional examinations are said to be "satisfactory, and to be noted especially "for their practical character." But the * preliminary examination, as at present conducted, does not, in the judgment of the committee, comprise the requisite number of subjects, and "in "some instances the questions are not up to the standard the "council desires to see." The yearly average number of students registered at the college is about 44; and it is computed that half of these have received their education in Northumberland schools.

The registrar is of opinion that the college could furnish the means of local instruction in chemistry, botany, physiology, and comparative anatomy, either by supplying teachers to the schools in the district or by the formation of classes, which would have the advantage of access to the college museum and laboratory.

The Trinity House School of Navigation at Newcastle is held in premises belonging to the Trinity corporation, and the master Schools of Navigation.

* In Appendix E. (p. 582) I have given an extract from this report, as well as a list of the specified subjects under the old system of examination, and also a list of the same under the system which is to be introduced in consequence of the observations made by the Visiting Committee.

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receives a stipend from the board in addition to the fees of his pupils. The boys attending the school are only taught the usual elementary subjects, with drawing; but special instruction in navigation is given to adult seamen requiring certificates as mates and masters of ships. There are private teachers employed in the same manner at North Shields, South Shields, and Blyth. One of these persons informed me that a boy going to sea for his first long voyage often forgets everything he has learnt at school, except his reading and writing. Thus when he comes back to cram for his certificate he really has to begin arithmetic over again. Navigation is prescribed as a subject of instruction at the Anchorage School, Gateshead, but it is neither required nor taught.

It is also specified side by side with some of the more difficult Greek and Latin authors in a curious schedule of subjects prepared by the founder for Little Walsingham Endowed School. The school is now quite changed in character; navigation is not required, and the general instruction given is inferior to that of many national schools.

Navigation is taught, however, at Cromer Free School, where a few older boys sometimes return after an interval for instruction in this special branch. They are reported to do exceedingly well in the pilot service.

The most systematic instruction in navigation given in my district is to be obtained from the Yarmouth school in connexion with the Board of Trade. Some particulars respecting this school will be found on p. 361. The master visits the grammar and commercial school where he has a small class of superior pupils. The majority of the scholars, including those from the Children's Hospital, attend the school itself. It has the advantage of being held in the same building as the Government School of Art.

There are three schools of art in my district, viz., at Newcastle, Norwich, and Yarmouth.

Schools of Art.

By their means good drawing is put within the reach of boys who could not otherwise obtain it, and under existing circumstances these schools supply the cheapest and best instruction in drawing. The aggregate number of scholars in connexion with these schools is * 6,721, but as these are scholars in Government schools they do not come within the scope of my report. The schools also give instruction to art classes attending for that purpose. The most important classes are the artisan classes; but there are other classes for boys and girls of a higher grade, and also for governesses and teachers. In Newcastle the artisan classes contain some students from the middle ranks of life, probably because they are held in the evening and are thus more convenient for boys attending school in the daytime. The schools of art also furnish instruction in drawing in other ways; they not

* These numbers are taken from the returns for 1865. Since then new arrangements have been made, which have altogether changed the mode of giving instruction in drawing at Government schools both in Norwich and Yarmouth. (1867.)

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only supply schools with trained teachers, but their own masters give lessons in private establishments. Sometimes the masters travel a considerable distance for this purpose. Thus the Norwich schoolmaster visits a ladies' school at King's Lynn once a week, and the Newcastle schoolmaster has classes at Tynemouth and Sunderland schools. In this way the new system of instruction in drawing is gaining ground, and eventually the trained teacher will no doubt replace the old fashioned drawing master. The master of the Newcastle school, however, does not seem to think the practice of visiting distant private schools sufficiently remunerative, and it is likely that his place will be supplied in future by some of his more successful pupils.

There are also objections to the present arrangement of classes for schoolboys and schoolgirls. Schoolmasters complain bitterly that their pupils are either called out of school to attend a drawing class, or else that they join the artisan class and neglect their evening lessons. The master of the Newcastle Art School concurs with them in thinking that the better plan would be for him to visit schools at stated times, provided they are not too distant and that sufficiently large classes can be formed. This last stipulation is perfectly fair, for he can hardly be expected to give up a large class at his own school in order to teach a smaller class at some other school. In the case of a large endowed school, such as the grammar school at Newcastle will be under the new scheme, it ought to be possible, by including drawing among the subjects of instruction paid for by older boys, to make use of the School of Art teaching without interfering with be the more essential subjects of general education.

In Norwich and Yarmouth the artisan classes, though they contain two-thirds of the actual students, are not sufficiently large to remunerate the teachers without a good deal of other employment. Hence both of them are more anxious than the Newcastle master to visit local schools. The Norwich master is not employed at King Edward's school, but the Yarmouth master attends the grammar and commercial school six hours a week, and superintends the drawing of about 100 boys. For this he receives the very inadequate remuneration of 20*l.* per annum. Both the Norwich and Yarmouth masters expressed their willingness to visit any school within walking distance one hour each week for a salary of 10*l.* per annum. This certainly is a moderate charge. When it is added that for a fee of three guineas a student may attend the private art classes four, five, and even eight or nine hours each week during a period of ten months, it will be seen that the schools offer to every one good instruction in drawing at a very cheap rate.

Methods of Teaching.

Oral teaching general in Northumberland.

In Northumberland schools there is a very decided tendency to resort to oral teaching, and this method is more effectively employed than in Norfolk. It is quite exceptional to find a class

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of boys in a northern school repeating lessons learnt by heart from a text-book. At Newcastle Grammar School the process of instruction is brisk and animating: large classes of boys are thoroughly interested no less than the teachers themselves. Even when the subject matter is not particularly instructive, which is sometimes the case, the method of teaching encourages attention and observation, and the master uses every art to quicken the powers of apprehension and to strengthen the memory of each scholar in the class. As a specimen of smart educational drill the teaching at a private school in Gateshead was even more remarkable, although it was rigidly confined to the essentials, with English grammar and parsing. But when the whole system of education is conducted catechetically, by means of rapid question and answer, the higher branches, which require leisurely thought and reflection, are necessarily neglected. Every question suggesting a difficulty not capable of immediate solution is avoided in the process of teaching; and boys are not trained to write down a connected and precise statement of the knowledge gradually acquired by them. In more than one instance I observed that a wrong answer, though evidently the result of a thoughtful but mistaken consideration of the question proposed, was treated with the same asperity as the merest blunder of a dunce; and the pupils thus censured seemed by their puzzled and abashed looks to acknowledge that they had been thinking and that thinking was an offence.

Not favourable to advanced studies.

Defective oral teaching.

Some teachers have considerable skill in oral teaching; but imperfect imitators are apt to lose the thread of their questioning and interpolate a great mass of puerile and irrelevant matter. Where a schoolmaster of experience understands his subject so thoroughly as to be quite independent of text-books, he can elicit the exact answers he requires in their true and proper order. The answers of individual boys are thus moulded into one instructive lesson for a whole class. But many teachers are content to extract correct answers without regard to order or arrangement; and the result of a lesson in this case is a confused jumble of facts and rules, stated correctly enough, but deprived of all useful significance. This appeared to me to be the chief fault in the certificated masters I have met with, who in no instance were equal to the best Northumberland teachers either in their method of instruction or, apparently, in the range and reality of their knowledge. They were fond of hard technical words and unintelligible rules, whereas the best oral teachers employed simple terms and homely illustrations. Both classes of teachers are apt to consider all knowledge to be of exactly the same importance and all mistakes equally unpardonable; but the better class were more particular in exacting rigid accuracy in the form of answer given to a question, whereas trained masters were too often satisfied with an answer (provided it were rapidly given) which, though verbally correct, was evidently not understood, or if more or less clearly understood was expressed in slovenly and inaccurate language.

In Norfolk oral teaching not so general

In Norfolk, where the method of teaching is less lively and exhilarating, the certificated masters, conducting in some instances

private schools, were perhaps on the whole the best oral teachers; but their method is quite inapplicable to the higher classes in a classical school.

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The introduction of an exclusively oral system would sap the higher education and disqualify the pupils from competing in the local examinations. Still, in the classical schools I think oral teaching should be more generally resorted to in the case of the junior classes. The success of the Norwich Commercial School is due in a great measure to the proper combination of catechetical instruction with written work.

or so effective as in Northumberland.

In the classical and semi-classical schools of Norfolk the system of teaching, though less bustling than in Northumberland schools, is not necessarily tedious; but this cannot be said of the non-classical schools as a rule. In general, if a master can examine his classes without a text-book, he will do so: where he cannot, the process of teaching (if the term may be used of such a man) is sure to be irksome to himself and uninteresting to his scholars. A school-room without a black-board or a map is a dull place during lesson time.

Mode of instruction in writing schools.

The reliance of teachers upon text-books is most slavish, and the text-books themselves are most worthless, in those schools which I have called writing schools. In these alone masters do not object to their pupils leaving at the age of 14 or 15. This is because they profess to impart, not a general education, but a special course adapted to the business of merchants' houses. Such a course is imparted without any mental effort, worth speaking of, either on the part of teacher or learner. Calligraphy occupies the most prominent place in the list of accomplishments; and it is fair to say that the specimens of this art which may be seen in such schools are first rate of their kind. Besides manual dexterity in the use of pens and ink and neatness in entering accounts, the boys are taught to compose a formal business letter and to work sums in arithmetic with special reference to their future occupation. I found boys in these schools using "Interest and annuities tables" or solving questions in mensuration, all by mere rule of thumb, and evidently unconscious of any reason for their work beyond the rule, which was always explicit without attempting to be explanatory.

The mode of teaching other preliminary subjects was equally bad, and the educational results were even more contemptible, being without the excuse of practical utility. In one of these schools I requested the master to ask a few questions in grammar. Every second answer was a gross blunder; but the master went complacently on without noticing the mistakes, being apparently ignorant of any difference between nominative and objective, past and present. Yet this is a popular and successful school; and it is impossible to disregard the fact that in large commercial towns these writing schools supply a very great proportion, if not an actual majority, of the best paid clerks and accountants.

Attempts to diminish the

Attempts to diminish the labour of learning are made in small private schools, where the wishes of indulgent parents really control

Boys' Schools, Norfolk, and Northumberland.

the teaching and the discipline. It depends in some measure on the master how far they are ill-judged or not. Undoubtedly they encourage shallowness, but they may reconcile spoilt boys to work. In some old-fashioned schools long cumbrous processes in arithmetic and unintelligible rules in grammar are exacted apparently as a kind of mental gymnastic. And University graduate schoolmasters have so great a dread of superficial knowledge that they are sometimes unwilling to diminish the labour of learning, even when this might be done with advantage.

labour of learning.

Elementary knowledge more neglected in private than in public schools.

It is in private schools that the mastery of elementary work is most neglected. On the whole the classical schools and the endowed semi-classical schools were satisfactory in this respect. Of course individual boys are to be found in these schools who are ignorant of the commonest rudiments. But they are generally boys who have entered the school too late, and the fault of their backwardness is attributable to their parents. At Holt School, while the junior classes answered well, some of the older boys failed in their elementary subjects. But there are special circumstances, referred to in my separate report, which will fully explain this circumstance. It is due to Newcastle Grammar School to state that, in respect of efficient elementary teaching in every subject of instruction attempted, no school surpasses it, and possibly only Norwich Commercial School equals it. In the essentials, reading, spelling, and ciphering, in grammar, geography, history, French, Latin, Greek, and geometry, the same careful grounding was observable in every class, the disappointing feature in the school being that where the ground had been so carefully tilled and prepared no useful fruit-bearing seed was sown.

Subjects of Instruction.

The *subjects of instruction usually taught in middle-class schools are all comprised in the left-hand column given in Form E. of the printed schedules of inquiry. Phonography is the only subject not therein specified which I have found actually taught. It was taught only at one unimportant school, and there were but two pupils learning it.

Taking the subjects particularized in their order,† I proceed to make some observations upon each.

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* In Appendix B. (p. 574) will be found a tabulated list of the number of boys studying the different subjects of instruction in 16 Northumberland and 8 Norfolk private schools.

† The following is the order adopted in the Schedules:—

Religious knowledge.	History.
Greek.	Geography.
Latin.	English Grammar, Composition, and Literature.
French.	
German.	Reading.
Arithmetic.	Writing.
Book-keeping and Mensuration.	Music.
Mathematics.	Drawing.
Natural Science.	

(*a*) *Religious Knowledge.*

Boys' Schools, Norfolk and Northumberland.

The Bible or New Testament or some easy Scripture reading book is in use in almost every school in Northumberland and Norfolk. But in Northumberland systematic instruction in divinity is not common.

Reading of Scripture.

In the elementary or working men's schools a chapter, usually from one of the Gospels, is read every day. It forms part of the reading lesson. Simple questions bearing on the incidents narrated are asked rather in order to test the attentiveness than the knowledge of the children. This is the course pursued at the non-classical schools in Norfolk, and I was present at a lesson of the same kind at North Walsham Grammar School. Where the master is a member of the Church of England the Church Catechism is very frequently, but not always, taught. It is a compulsory subject at Snettisham Grammar School, at Norman's School, Norwich, at Haydon Bridge School, and at the Duke's School, Alnwick. In many schools it is the rule to teach it, but the rule is not enforced if parents object in writing or otherwise. Such, for instance, is the case at Newcastle and Norwich Grammar Schools, and at other schools both in Norfolk and Northumberland. Practically very few parents object.

Church Catechism.

Ignorance of Scripture more general in Northumberland than in Norfolk.

In the few schools where the Scriptures are not read as a reading lesson, the religious instruction is very defective. In one Northumberland school I found instances of gross ignorance in the lowest class. The boys were from eight to eleven years old. Not one had ever heard of David in connexion with the Psalms; few knew anything whatever of his history. One boy told me that Jehovah was king of Egypt in the time of Moses; another that there were seven apostles; and the majority of the class did not know which of the apostles betrayed our Lord. The book they were reading had reference to Jewish history. When I asked questions as to the meaning of words employed in the lesson I was met with a general stare of astonishment. No one had any idea what the word "to prophesy" signified; and whether the "olive"—a word constantly recurring in the passage—was an animal, vegetable, or what it was, none could tell. Yet the boys in this school were both quick and intelligent in their arithmetic, and the master was a man apparently fond of literary and scientific studies. The reasons for this ignorance of religious subjects were twofold: in the first place, but little attention was paid to them; in the second place, the junior class was superintended by monitors. No such ignorance of the facts recorded in Scripture would be found in a Norfolk school, though the practice of making children read the Bible without attempting to explain the meaning of words exists here and there. For instance, in a school which was only a working man's school, and the very worst school I have seen, being a private school for the poorest classes in a remote part of Norfolk, I heard the children read a psalm. Scripture was supposed to be the chief subject of instruction in this school, but the language of the Bible was not understood. The somewhat difficult term "extortioner"

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

occurring in the passage selected, I asked the meaning of it. Only one boy, decidedly the sharpest in the school, attempted to answer; it meant, he said, "a bad man—a drunkard." In a school of a far better class, where the boys were very backward, Herod was described as the last of the Norman kings, but this was in answer to a question in English history; nor do I think that gross ignorance of religious facts is so common in Norfolk as in some few of the Northumberland schools.

Exposition of Scripture.

In certain schools the Scriptures are read by the boys and expounded by the master. This is more frequent in Northumberland than in Norfolk. The portion of Scripture selected gives an opportunity of putting questions of a general character, chiefly theological and etymological. The questions in divinity naturally take a tinge from the religious opinions of the teacher, and this process of exposition is more common with nonconformists than with churchmen. To take an instance. In one northern school I found the boys reading a very difficult chapter from one of the Epistles. The thread of the argument was carried on through several long sentences interspersed with parentheses, and as the boys took up verse by verse, they did not succeed in producing a very intelligible impression of the meaning. A chapter from the Gospels would have been a far better exercise, but it would not have afforded the same opening for what the master called "edifying the class." When the reading ended, the exposition, accompanied with questioning, commenced. Some useful matter as to the meaning of words was elicited, though not without occasional absurdities arising from the pedantry and slovenly knowledge of the teacher; but the exposition, apart from the questioning, was not strictly educational. The greater part in fact consisted of fervid ejaculations such as are common in extemporaneous discourses on religious topics, while the questions often referred to abstruse dogmas belonging to the metaphysics of theology. "What is sanctification, is it a work or an act?" "What is justification?" and so on. According to the practice in Northumberland schools all the boys answered at once. Some shouted that sanctification was a work, some that it was an act; and the same difference of opinion existed on most of the theological points mooted in the course of the lesson. I was not much impressed with the utility of this kind of teaching; but I have been assured by a clergyman of the Church of England that he has found it of assistance in his ministrations among the poor, and that Scotchmen especially, as being early initiated in these matters, have a clearer notion than other people of the fundamental principles of Christian doctrine.

In schools of this kind, which are chiefly conducted by Presbyterians, the work not unfrequently begins with *extempore* prayer. This is sometimes the case at Newcastle Grammar School, where the head master is a clergyman of the Established Church.

Systematic religious instruction. Northumber-

In the better schools of Northumberland and Norfolk religious instruction is imparted in a more systematic manner. In the two leading private establishments at Newcastle Scripture history is regularly taught, but it will be seen by a reference to the tables

that they are the only private schools in the north in which the books used for instruction in religious knowledge indicate an attempt to treat this subject formally. At Newcastle Grammar School about one third of the boys learn Scripture history. At Morpeth Grammar School considerable attention is paid to divinity, which is there regarded in much the same light as at the best classical and semi-classical schools in Norfolk, both Scripture history and Christian evidences being regularly comprised in the school course. In the Norfolk classical schools the Greek text of the New Testament is a recognized and essential subject in the higher forms. At Framlingham College the manner of catechising the boys in Scripture was peculiar, nor do I think it would answer in most large schools. The principal, seated at one end of a spacious room, selected at random some one out of nearly a hundred and fifty boys to answer each question proposed. The boys were at their desks, and as only a limited time was devoted to the subject, but few of the whole number were called upon to answer. Two or three of the assistants were in attendance as listeners, and it certainly struck me that a more practical arrangement would have been to divide the boys into classes, and to assign a class to each teacher. Still there was a certain impressiveness in the spectacle of one master thus dealing with so large a number of boys, and the lesson was conducted in a very orderly manner. The objection, however, is obvious—that only one boy in five could be called upon on each occasion, and that by a succession of chance events a particular boy might not have a question put to him once in a month.

Boys' Schools, Norfolk and Northumberland.

Norfolk.

(*b*) *Greek.*

Greek is among the subjects taught at Newcastle Grammar School. No boy could read an author, but some thirty boys could repeat the declensions of nouns, adjectives, and pronouns, and give the principal parts of all regular and many irregular verbs. Some could even construct a Greek sentence of three or four words, if supplied with the requisite vocabulary. In repeating the declensions, &c. all the dialectical varieties were given with amusing formality, although the boys knew nothing practically either of the dialects or of the authors using them. *Ionice*, *Æolice*, *Bœotice*, prefaced each of the less familiar inflections, and the declension was supposed to be imperfect without them. The mode of repeating these lessons was peculiar, the master often leading off and the boys in chorus taking up the oblique cases like responses. Still I must say that all seemed well grounded, though unfortunately, from the unwieldy constitution of the classes and the early age at which the boys leave school, none probably ever read a word of Greek except in their grammars and exercise books. It is easy to find fault with the uselessness of this instruction in a language which the boys will never read, but there is a good deal to be said in its favour. In the first place, it is useful as a protest against the slovenly and inaccurate manner in which the ancient languages are taught in most northern schools. Moreover, a correct knowledge of the inflections found in Latin and Greek is extremely profitable

Northumberland.

Boys' Schools, Norfolk and Northumberland.

to boys whose chief acquaintance with the principles of grammar is derived from their mother tongue. For instance, no one can obtain a proper conception of the grammatical term "case" from the few examples furnished by the English language, whereas a knowledge of Greek and Latin declensions opens up a new field for speculation on this subject to a reflecting youth fond of the study of grammar; and grammar, I may remark, is a leading and, on the whole, a very satisfactory subject of instruction in most Northumberland schools.

Greek cannot be said to be systematically taught at any other school in the county. In the principal private school at Newcastle there were five beginners; at Hexham and Berwick Grammar Schools, perhaps at one or other of the private academies, an occasional student might be found; but, except at Berwick Grammar School none could possibly make much progress in the language. At Morpeth Grammar School, however, though there were but three pupils in Greek, they were more advanced, and one boy especially translated Homer very nicely and answered most of the questions in parsing with perfect accuracy.

Norfolk.

In Norfolk Greek is taught at the schools which I have called classical. Occasional students might be found from time to time in some of the other schools, but except at Yarmouth Grammar School, where the students are few, I am satisfied that nothing worth knowing could be learnt. At *Framlingham College Greek is an extra learnt by a few boys. The whole number of boys really studying Greek in Norfolk (including those at Beccles and Bungay grammar schools) is about 150.

In the classical schools referred to Greek is fairly treated. It has a certain advantage over Latin, as being learnt only by boys who have shown some aptitude for literature.

The boys in these schools get sufficiently far to read the Greek Testament, Xenophon, Homer, Herodotus, and Euripides; at least I examined boys at the various schools in all these authors. At Norwich Grammar school the highest form showed a considerable knowledge of the language, although I think they were pushed on rather beyond their powers. Two or three of the boys might have translated a simple continuous passage from English into grammatical Greek, but at no other school were there any students able to do more than the exercises in Arnold's books.

In connexion with the subject of Greek, I heard an interesting anecdote from a lady conducting a preparatory school for boys. She had long urged a neighbouring farmer of good means to let his son learn Latin, which at last with great reluctance he consented to. A short time after he called, and producing a newspaper which the lady had sent him, read some passages from a speech delivered by Lord Palmerston at Edinburgh, in which the study of the ancient languages was strongly recommended, even for boys destined for commerce. The farmer thereupon insisted that his

* Greek cannot be satisfactorily taught as an extra. For other reasons I consider that it should be omitted from the list of subjects at Framlingham.

son, who was a sharp lad, should begin Greek. The lady at once set to work with great industry to learn the accidence; but, finding it too difficult, she very conscientiously reported the fact to the farmer, who forthwith removed his son to a school where Greek was taught. This, however, is a very exceptional instance, and not many Norfolk farmers would be found to follow his example.

Boys' Schools; Norfolk and Northumberland.

(c) *Latin.*

Latin is taught with more or less success at five Northumberland schools. These are the two chief private schools in Newcastle and the grammar schools at Newcastle, Morpeth, and Berwick. At four other schools the quality of the teaching was not bad, but the number of students was small and the standard of proficiency low. These schools were Hexham Grammar School and the Anchorage School at Gateshead, and two private schools, one a newly-established school at Gateshead, the other a school once considerable but now greatly reduced in numbers at North Shields.

Northumberland.

At Alnwick Corporation School the Latin was very indifferent, but it was rather better than in the other remaining schools at which it was professedly taught. In fact, in these it was absolutely worthless.

In Newcastle Grammar School the teaching in Latin was of the same character as that in Greek. The instruction was sound in quality, but restricted both in form and matter. The accidence and syntax were well hammered into the boys, but no attractiveness was imparted to the subject by the study of authors.

In the other four schools first mentioned some progress had been made in the intelligent reading of authors such as Cæsar and Livy, Horace and Virgil. There was also a sound foundation of grammatical knowledge at bottom. But no great advance had been made in the direction of scholarship, as the term is understood in the large public schools. With the exception of one boy at Morpeth, none could even attempt to translate an English sentence into Latin prose. The performance of the Morpeth boy was not free from serious grammatical mistakes, but it was far in advance of anything of the kind that could be produced elsewhere in the county. In one of the private schools one boy concocted a nonsense verse, but I doubt much whether any boy in the county could be trusted to read twenty lines of Virgil without making a false quantity.

Latin is in fact generally regarded as belonging not to the classical, but to the English department of education. It is not required as introductory to the reading of standard authors, or as illustrative of the general principles of grammar, but rather as an aid to the acquirement of English etymology.

Latin regarded as belonging to the department of English.

Great importance is attached to this useful branch of study by many Northumberland masters. Whatever the nature of the lesson which may happen to be going on, reading, geography, Scripture, &c., no opportunity is lost of explaining the Latin and Greek derivations of words. But the knowledge of many of the masters

Boys' Schools, Norfolk and Northumberland.

is superficial and inaccurate; and in three or four schools where I had occasion to hear this kind of instruction attempted the mistakes in grammar and quantity were neither few nor trifling. Even at the best, the information conveyed to the boys was often a mere matter of words without any real substance. For instance, a master who passed a bad blunder or two in Latin without comment, told his class in my hearing that the theological term *adoption* was derived from *ad* and *opto, I wish;* but no word of explanation was vouchsafed to this bare statement. The same senseless homage paid to the Latin vocabulary was observable even in schools where Latin was not taught. Thus, at the Duke's School, Alnwick, a very useful and satisfactory school in many respects, I heard a lesson on derivatives. A Latin root was given in the text book, followed by a list of words connected with it in various different ways. A word which came under my notice was *par*. The derivatives included such words as *pair, peer, compare, disparage, separate,* &c., ending finally with the word *umpire*. Thus the boys were dogmatically taught that *umpire* stood in some sort of relationship to *par;* but how it was connected with it was not explained either by the master or the text book. The boys could hardly be expected to divine in this instance what were the intermediate links between the root and its derivative and without a knowledge of these the knowledge of the fact itself is deprived of all its value.

Norfolk.

In the Norfolk non-classical schools Latin was not often attempted; but where it was, as at Snettisham and Grimstone Grammar Schools, it was quite worthless. In the semi-classical schools, which have prepared candidates for the local examinations, Latin was learnt by the more advanced pupils. The upper class was generally engaged preparing the set subjects for these examinations. But I must observe that, in the private schools especially, the accidence was neglected and the chief attention was bestowed on the translation of the authors assigned by the Syndicate. The teachers find it easier and more profitable to cram the boys in the set subjects than to teach them the simple elements of the language; and, in many instances, I suspect they are not very perfect in the accidence themselves. At a good English school the Latin teacher pronounced *quæsivimus* with the penultimate long, and gave other indications of an imperfect knowledge of Latin grammar. I fear that in respect of the teaching of Latin the Cambridge examinations are at present doing more harm than good. The Syndicate could at once put a stop to this delusive method of instruction by simply insisting that all boys passing in Latin should first satisfy the examiners as to their knowledge of declensions and conjugations. I also doubt the expediency of assigning short set subjects. In this respect the Oxford system seems decidedly preferable to the Cambridge plan of examination.

In Norwich Commercial School the mode of teaching Latin was well adapted to the purposes of the learners. They were drilled in a sort of Delectus, containing a number of sufficiently interesting extracts, and parsing and syntax were rigidly exacted. The same method was followed at Framlingham College. But in both these

schools, as in others of the same description, Latin will always be a subordinate and imperfectly taught subject. Boys' Schools, Norfolk and Northumberland.

In the classical schools Latin was taught very much after the approved grammar-school system. All or nearly all the boys learnt the language. At none of the schools, except Norwich Grammar School, were the highest boys able to compose in Latin; the utmost they could do was to translate at sight the sentences in Arnold's exercises. But the work, so far as it went, was in general satisfactory, the only exception being at Holt Grammar School, where the middle classes broke down as they did at Morpeth.

At Norwich Grammar School the classical attainments of the upper boys were decidedly in advance of those at any other school; but the boys were pushed on beyond their powers, and the books read in the several forms were too stiff for the majority of the pupils. So again, when I wished to test the upper class in Latin versification, the head master proposed a passage from Tennyson, which certainly would have staggered many an aspirant for a Craven scholarship. I was not surprised to find that the boys could make nothing of it, and accordingly I substituted a simple, but sufficiently trying, passage from Pope. Five or six boys attempted it, one with success; the work of the others, though not discreditable, was feeble and prosaic. Fourteen boys attempted a passage for Latin prose, and about half of them showed some acquaintance not only with the grammar but also with the idiom of the language. The best exercise was a scholar-like performance, being at once correct and spirited. Norwich Grammar School.

The complaint urged against many schools that time is wasted on Latin and Greek composition does not apply to the schools in Norfolk and Northumberland. The practice of composing is unknown in both counties, except at Norwich Grammar School. In Northumberland I very much doubt whether an elegiac couplet has been produced at any school during the last five years; and certainly, when I was in the county, only one boy could possibly have been set to write five consecutive lines of Latin not taken from an exercise book. And if Norwich and perhaps Beccles Grammar Schools be left out of consideration, the same statement would hold good for Norfolk. It is true that some attention is devoted to the subject at Norwich School; but at the same time it must be remarked that the school is not behind any other in the county as regards the other branches of education. In mathematics, modern languages, and general literature it has few equals, and certainly no superior. Composition in Latin.

(*d*) *French.*

At Newcastle Grammar School French is taught precisely in the same way as the ancient languages. The scope of the instruction is limited, but the method is sound; grammar, not vocabulary, being the first consideration. Here, again, the master has wisely resisted the prevailing instinct and adhered to his own rigid system, which has the merit of being singularly compact and uniform throughout all the branches of study. The language is taught by a foreigner, and I observed that his authority was as complete and Northumberland.

Boys' Schools, Norfolk and Northumberland.

unquestioned as that of the other assistants. The knowledge of irregular verbs (always a weak point) was remarkably correct, and was very equally diffused among all the students.

At the two large private schools in Newcastle French is also taught by foreigners. The number of boys learning the language is considerably less than that of those learning Latin; and though the French was satisfactory, it was not so accurately taught as at the grammar school.

At Berwick Grammar School French is taught by the head master, an excellent French scholar. The boys passed a very good examination in the subject. Both grammar and pronunciation were correct, and the oldest boys were able to read easy authors, and to explain the syntax and idiom.

At Morpeth Grammar School the knowledge of grammar was satisfactory. The best boys in this school could translate simple passages into English, but the pronunciation was not so good as at Berwick and Newcastle schools. Composition in French is not practised; the translation of sentences from exercise books being all that is required.

In some other schools in the county there is a pretence of teaching French, but except perhaps at Berwick Corporation Academy, where the modern languages seem to receive a fair share of attention, the results are worthless. The conversational system was generally the one in most favour, and few boys, if any, could conjugate the auxiliary verbs except at the schools above mentioned. The teaching was confined to the reading and translation from French into English and *vice versa* of certain stray phrases and idiomatic expressions, such as are to be found in cheap manuals. The students were never very numerous, although probably they rather outnumber the Latin students in the same class of schools. Parents, if they wish their sons to acquire a knowledge of modern languages for the purposes of business, send them for a few months to the continent after they have left school. As this cannot be done with girls, the French in ladies' schools is invariably very much better than in boys' schools. Except at Hexham Proprietary School, and the Corporation Schools at Berwick and Alnwick, French is not taught at mixed schools.

Norfolk.

More attention is paid to French in Norfolk than in Northumberland. At Norwich and King's Lynn Grammar Schools the subject is taught generally throughout the school; but owing to the arrangement by which one French master is provided for both the grammar and commercial departments at Norwich, the burden of teaching French falls partly on the grammar masters.

In the other classical schools as well as in most of the semi-classical schools, French is a recognized study, and taught in a proper manner, that is to say, with a careful regard to the elements and the grammar. In some schools it was very good, and in all it was satisfactory, except at Holt Grammar School. I would especially mention Wymondham Grammar School and the commercial department at Norwich. At the latter school I found the boys translating La Fontaine without much difficulty.

In the non-classical schools French, when attempted, is worthless. This was the case with the few students in the language, both at Snettisham and at Grimstone. Boys' Schools, Norfolk and Northumberland.

I had the advantage of meeting with a private schoolmaster in Norfolk, who has indeed but few French pupils, but who is an excellent French scholar himself, well able to write and converse in the language. Being a person of solid judgment in all matters relating to the education of the middle and especially of the lower middle class, he has observed the * great need there is of good school texts for cheap academies. At my request he has furnished me with a short list of works which are inexpensive, and at the same time suitable for the class of boys he is required to instruct. I have inserted the list in the tables for Norfolk private schools under No. 7, although it does not give a complete account of the educational works in use among his classes. The books have been selected after due examination of the contents of rival text books and with a regard for the attainments of boys frequenting semi-classical schools. Text books.

Whether French is best taught by a foreigner or by an Englishman well acquainted with the language is a question of great importance as connected with the appointment of assistants to endowed schools. The results of my inspection lead me to believe that foreigners are the best teachers of their own tongue, provided they can talk English fluently and can command the respect of boys. These conditions, which are not wholly independent of each other, are not always easy to fulfil; but they are satisfied at Norwich and Newcastle Grammar Schools, and at Framlingham College, in all which institutions French is well taught. There is another condition, which is not likely to be overlooked by most head masters of grammar schools, though it is sometimes by principals of private academies, and especially by ladies. It is that the teacher should begin with grammar. If foreigners are encouraged to teach their language conversationally, they will do so, and will only introduce grammatical instruction incidentally and as occasion arises. The temptation to substitute conversation for teaching is obvious, and the result is, that boys and girls are crammed with idiomatic phrases illustrative of peculiar usages before they know the regular inflections and the leading rules and principles of the language.

(*e*) *German.*

German is taught by a foreigner at the largest private school in Newcastle, where there is a class of six or seven pupils. One Private schools.

* There can be no doubt that one of the chief difficulties to be overcome, before a course of semi-classical instruction can be satisfactorily established for schools throughout the country, is the want of sound text books at a reasonable price. One schoolmaster, whose opinion is worth having, considers that a complete series of educational works, written by persons of acknowledged competence and published under some kind of authority, is necessary not only to guide the teacher but also to stop the clamorous demands of parents for the cheapest books. In ladies' schools especially some of the text books in use are of the most flimsy and worthless description, but they are perhaps chosen as much for their special convenience of form as for their cheapness.

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student is returned from a small academy also in Newcastle, and another from a semi-classical school in King's Lynn. These are the only boys learning German in private schools in my district.

Northumberland.

A few boys learn the language at Morpeth Grammar School, and about the same number of boys and girls at Hexham Proprietary School. There is a larger class of mixed pupils at Berwick Corporation Academy. In all these schools instruction is imparted by the head master.

Norfolk.

At King's Lynn Grammar School German is specified as one of the regular school subjects. It is learnt by about twenty or five-and-twenty scholars. There is a German master attached to the grammar department of Norwich School, and boys not studying Greek may take German in its stead. But the most important instruction in the language is supplied at Framlingham College. At the time of my visit the school had not been established long enough to admit of any great advance in the modern languages; but since that time I have reason to know that both French and German have been developed into leading branches of study, and that pupils from the school have passed with credit in modern languages at the Cambridge local examinations.

(*f*) *Arithmetic.*

In the great majority of Norfolk and Northumberland schools arithmetic is practically, and perhaps educationally, the most important subject taught. A large proportion of time and attention is assigned to it, but not more than the subject requires. The method of teaching and the results obtained are various; but I may remark once for all that there is no subject in which boys, as a rule, are so successful as in commercial arithmetic, by which I mean the working of sums connected with the notion of value.

Various modes of teaching arithmetic.

Ciphering book system.

The least satisfactory mode of teaching the subject is that adopted in those schools which I have called writing schools. In these establishments there is no black board, but each boy has his own desk and appliances for writing. The system of teaching arithmetic I have described as the "ciphering book" system. Every boy who has advanced beyond the four simple rules has a copy book, which is a record or register of the rules he has worked through, and of the examples he has solved in each rule. It generally begins with a fair round-text transcript of the rule first attempted, followed by examples in the same, and so on with other rules and examples, according to the proficiency of the pupil.

The pupil is first supplied with a text book, which contains rules, examples, and answers. In Northumberland this book is generally Tinwell, a book which may fairly be described in the old language of title pages as the "Tutor's Assistant." It is invaluable to teachers who cannot or will not teach themselves. It supplies the most exact and elaborate* rules of thumb without a word of real

* The following will serve as a specimen :—Practice is a compendious method of finding the value of any quantity more than 156, or when it consists of several denominations, having the price of one of the same name given. (*p.* 67.)

Then follows an example:—"375 at 10*s.*," which is worked out for the guidance of the learner. Why the same operation should not apply to the example "155 at 10*s.*" is not stated. A boy would naturally infer from the rule that the process is inapplicable.

explanation; under each rule it gives a large and useful assortment of examples, and, finally, to each example it appends the answer. Thus nothing but an occasional misprint necessitates the master's intervention. If a boy has any difficulty in bringing out the answer, the master, when consulted, has one formula: "Read the "rule, and go over your work again." Boys' Schools, Norfolk and Northumberland.

When the four simple rules have been mastered, and the tables of money, weights, and measures learnt by heart, Tinwell is taken in hand. Each sum is first worked on a slate; should a reference to the text book indicate that the answer is correct, the work is transferred to the copy book, and more pains are taken to secure a fair transcript than a correct solution. In fact no attention is given to the process employed, whether it be neat or cumbrous, although no doubt sharp boys under this system reap some of the advantages of a self-educating method, and learn to make their work as concise, if not as lucid as possible. In this manner individual boys (for there are no classes) plod through the successive rules, from compound addition upwards, and at last reach a reserve of promiscuous examples, where their memory and natural sagacity are for the first time put to the test. Doubtless the boys who succeed in solving these are likely to get over any arithmetical difficulty which may present itself in the course of business, and so, practically, the system works. But no single principle or process is explained or understood at these schools, and the ciphering books themselves, which are used partly to aid the memory of the boy, and partly to satisfy the inquiries of parents and employers, often furnish the best evidence of the educational worthlessness of the teaching. For instance, errors in the punctuation of decimals are frequent and gross, the decimal point being sometimes omitted altogether; and the importance of the mistake is never understood by the boys, who imagine that all must be right if the digits are correct. Again, in compound interest, annuities, &c., tables are used without the slightest knowledge of the principles on which they are constructed; and in some advanced questions in heights and distances and mechanical equilibrium I found the numerical figures correctly manipulated by mere rule of thumb, although the pupils were unable to draw the geometrical diagrams or to represent the mechanical power (balance or steelyard, as the case might be) with the weights properly adjusted; indeed they were amazed to learn that the questions which they had worked out were invested with any significance except as numerical exercises.

A more satisfactory mode of teaching arithmetic is by oral explanation and the use of the black board. So long, however, as arithmetic is confined to the commercial rules the instruction given is of a practical, not of a scientific, character; in other words, the steps in the processes rather than the fundamental principles are explained. In schools where commercial arithmetic is taught on the black board with a view to the future requirements not the general education of the boys, the following rules are usually mastered: the four compound rules, reduction, practice, and interest. All masters are able to teach these rules, and boys are Commercial arithmetic, oral teaching.

Boys' Schools, Norfolk and Northumberland.

quick and intelligent in working the examples which arise out of them. Little attention, however, is paid to processes in schools where great pace is the object of instruction and commendation. The "rule of three" is not in general satisfactorily taught, nor do boys show much aptitude in dealing with vulgar fractions. Of decimal fractions they know next to nothing, and I suspect that even the schoolmasters who confine themselves to teaching commercial arithmetic would be puzzled with many a division sum in decimals. One, indeed, disputed the fact that $(\frac{2}{3})^3 = \frac{8}{27}$, and would not allow me to teach his boys how to add fractions together by first finding the* least common multiple of their denominators. Another informed me with great gravity that $\frac{3}{4} = \cdot 75$, as a fact not generally known. I mention these trivial circumstances because they show that commercial arithmetic may be taught by men who have the most rudimentary knowledge of arithmetic as a science, and I believe that in practice it is generally so taught.

The truth is, that boys feel the greatest interest and show the greatest power of apprehension in all arithmetical work in which the idea of money value is involved. Masters, also, are better able to illustrate questions in the commercial rules, and to expose gross blunders by an appeal to common sense and experience. On the other hand, abstract conceptions, such as that of proportion for instance, are difficult for boys to grasp, and many masters do not appreciate the importance of insisting on correctness in the statement of terms. They are not aware that a proportional statement is in fact a proposition involving a truth or a falsehood. Some of the old text books justify the most slovenly treatment of the rule, especially† in those examples which used to be said to belong to "rule of three inverse." These books have made the bad habit of

Proportion.

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* He quoted the authority of Tinwell in favour of not reducing fractions to their lowest terms, and on referring to the book I find he had reason for so doing.

In p. 91 will be found the following questions and answers:—

Reduce to a common denominator

1. $\frac{7}{9}$ and $\frac{3}{4}$. Answer $\frac{28}{36}$ and $\frac{27}{36}$.
2. $\frac{1}{2}$, $\frac{3}{7}$, and $\frac{5}{8}$. " $\frac{56}{112}$, $\frac{32}{112}$, and $\frac{70}{112}$.
3. $\frac{6}{7}$, $\frac{3}{4}$, and $\frac{9}{10}$. " $\frac{240}{280}$, $\frac{210}{280}$, and $\frac{252}{280}$.

It is true that Tinwell afterwards adds this rule:—

When the denominators of two fractions have a common measure, conceive them to be divided by their greatest common measure, then multiply the terms of each fraction by the quotient arising from the other's denominator. (*p.* 92.)

The rule is not very accurately expressed; but why limit the process of reduction to the case of *two* fractions? A boy is thereby led to infer that the process is impossible in the case of more than two, and very few masters who habitually use the book would think of correcting such an inference.

† I again quote from Tinwell (p. 65):

The following question is asked—"If 100 men make 3 miles of road in 27 days, in how many days will 150 men make 5 miles?"

The statement is given thus:—

100 men	:	27 days	::	150* men.
3* miles	:		::	5 miles.

The asterisks mark the "divisors."

Of course a rule of thumb may be made to produce a correct result; but no boy can understand from the foregoing example either the principle or the method of a proportion sum; and such a statement of terms as the above is practically useless and theoretically untrue.

Boys' Schools, Norfolk- and Northumberland.

incorrect statement so inveterate that I found it condoned by two of the best teachers of arithmetic I have met with. The following extract from my diary may not be deemed superfluous, considering the great importance of this subject:—

"I was surprised to find that in inverse rule of three Mr. —— did not require a correct proportional statement. He explained to me that he found boys more disposed to reason over a sum *if the 1st term in a statement were invariably occupied by the number corresponding to the third term*, and if instead of multiplying the 2nd and 3rd terms together, and dividing by the 1st, they were required to reflect whether the product of the 1st and 3rd divided by the 2nd, or the product of the 2nd and 3rd divided by the 1st, would be likely to give the desired result. On my pointing out to him the danger of a system which involved an untrue statement and violated both the definition and fundamental principle of proportion (viz., that it is an equality of ratios and that the product of the extreme terms should equal the product of the mean,) he at once admitted the reason for adopting a true statement in all cases, and resolved never to allow any other in future."

I have dwelt upon this point because the same indifference to the truth of a proportional statement was expressed for very much the same reason by another able teacher of commercial arithmetic. So long as it exists "rule of three" cannot be systematically taught. That it is not so taught I am quite convinced from many facts which came under my notice in commercial schools, but I will only instance one. In a third school of this description I set a very simple sum in rule of three: "How many yards at such and such "a price can I get for so many lbs. at such and such another "price?" I required the boys only to state the sum. Out of twenty-five, the first class in the school, *one only had the statement correct.* No doubt several, if allowed to work the sum, would have obtained a correct solution by multiplying and dividing as it suited their purpose; but this fact will best explain what I mean by the difference between arithmetical instruction which is practically useful and that which is scientifically correct. I say nothing of the incongruity of ratios; in commercial schools incongruous ratios are the rule, not the exception.

Interest is mastered by boys, and even by girls, who cannot do a rule of three sum, simply because the statement in that rule is implied. It thus becomes an easy mechanical rule, and the dullest pupil can multiply by the rate per cent. and "point off two places of the pounds from the right," though not one in twenty has any idea what this last mysterious operation imports.

Success in oral teaching of arithmetic depends of course on the capacity of the teacher. Some who adopt the method cannot *explain*; their expositions being only an iteration of rules, themselves unintelligible from the technical language in which they are clothed. The true teacher translates these rules into the language of every day life. Such a teacher I heard in an unpretending commercial school in Northumberland. A reduction sum was worked on the black board, which was surrounded by about a dozen lads, aged from nine to

Instance of good teaching

Boys' Schools, Norfolk and Northumberland.

in commercial arithmetic.

twelve; every technical word was discarded, even pounds, shillings, and pence were called gold, silver, and copper, and the operation of reduction was always referred to as "getting change." In the same way the terms *multiplying*, *carrying*, *remainder*, &c. were transmuted into other terms not familiar in schoolrooms, but familiar enough out of them, and the reason for every step, as well as the mistakes made by individual boys, were all illustrated by some quaint and pointed reference to transactions going on in the nearest grocer's shop. The lesson was in admirable contrast with much that I have heard from certificated teachers, whose fondness for ponderous words and unintelligible terminology prevents them from ever eliciting from their pupils the gleam of amused intelligence which I observed in all the faces gathered round the black board in the old fashioned school just referred to.

Scientific arithmetic not generally taught.

Still, even at this school, the teaching of arithmetic, though rational, was not in any sense of the word scientific. Rough evidence was produced in favour of the dogmatic rule and conventional process, and it was well calculated to convince the boys, but no demonstration resting upon principles was attempted. Probably no boy can ever understand such principles until he has made some progress in algebra, and certainly no master can explain them unless he be a proficient in the subject. Now, with but few exceptions, commercial schoolmasters know nothing of algebra, and thus it is only in a limited number of schools that the scientific treatment of arithmetic is possible. Nor is this possibility favourably affected by the fact that the decimal mode of notation and the four simple rules, though first in order of teaching, are the last which are clearly understood. Mechanically most persons can teach them to any child; but few can explain them satisfactorily, and that only to a limited number of pupils.

Though the schools in which arithmetic is most satisfactorily taught are those where masters, familiar with the algebraic treatment of proportion, fractions, scales of notation, properties of numbers, &c., are able to explain and illustrate fundamental principles, yet it is not necessary or usual to force these difficulties too early on the attention of beginners. The school in which I found evidence of the most judicious system in this respect was King's Lynn Grammar School. The papers of comparatively young boys proved that they knew where the testing point of a question lay,

Necessity of written examinations in arithmetic.

and their work was not only accurate, but self explanatory. This was owing in some degree to their practice in paper work, and it is an almost invariable rule that where a scientific treatment of arithmetic is attempted the boys are trained to answer set miscellaneous questions on paper without the assistance of books or teachers. The existence of this practice in a school, and the readiness with which boys will sit down at a moment's notice to answer an unseen paper, are generally the best evidence of a good system of teaching. Sometimes, as at the Corporation School, Alnwick, the result may not be successful, but the least satisfactory result creates a more favourable impression than the refusal of a master to submit his classes to this test.

Boys' Schools, Norfolk and Northumberland.

There are not many schools in Northumberland in which an arithmetic paper could thus be answered. The boys are not used to rely solely on themselves, and the masters will not trust them to the chances of a promiscuous paper. In many schools where the sums were worked by the boys on their slates, the habit of asking and giving assistance was so inveterate, that I found it impossible to check it. In others, where papers were answered in my absence, it was evident from the work sent up that it had not been done independently. This was the case at the Duke's School, Alnwick. At Rothbury School the boys performed their arithmetical work with so much sharpness in my presence, that I thought they could stand the test of written papers. I accordingly sent a number of questions to the master, a Cambridge graduate, and he returned me *literally the answers, nothing more*, just as though I had been propounding riddles. From the Corporation Schools at Alnwick and Berwick I received contributions which, though they contained the processes, were not very satisfactory in their results. At Newcastle Grammar School I was disappointed at finding the master very reluctant to submit his classes to the test of paper work. The boys, however, did answer some questions, but the work was done at home after a week's preparation and without proper supervision, and I cannot, therefore, judge of their ability to stand a written examination. *Vivâ voce* they displayed the same sharpness and intelligence which I have already noticed as characteristic of the school, and they were evidently taught the rules which involve abstract conceptions in a correct and satisfactory manner. They could even explain them *viva voce*, and I am at a loss to account for the master's reluctance to submit them without preparation to an independent examination by written papers. The only remaining schools in which evidence of scientific teaching was exhibited were the two private schools in Newcastle so often referred to; one private school at North Shields, unimportant from the smallness of its numbers; one at Gateshead; and the grammar schools at Morpeth and Berwick. At Morpeth, however, the boys in the middle of the school sent up very poor work. In all the schools there was a tendency to cut the work too short, and the boys seemed encouraged to display certain *tours de force* in mental arithmetic, rather than to write down the successive steps of a process in a natural and perspicuous manner.

Northumberland.

Norfolk.

In Norfolk the ciphering book system exists in some schools, though Tinwell is not the ordinary text book in use. The oral method is also adopted, chiefly by trained masters. I have alluded to its defects, and I have not seen any teaching of this kind in the county comparable to the plain and simple lesson in reduction which I heard at Blyth. On the other hand the higher and more scientific process is more general and more developed in Norfolk than in Northumberland. The papers from King's Lynn Grammar School and from the commercial department of King Edward's School, Norwich, were excellent. Those from Framlingham College and from a private school at King's Lynn were also good. Some of the juniors' work at Norwich Grammar

Boys' Schools, Norfolk and Northumberland.

School was grossly inaccurate, but the majority of the boys did well. The papers from Holt Grammar School were generally failures. I saw some very good arithmetic papers from Norman's School, Norwich; they were put in my hands by one of the trustees who was engaged in examining the school. I cannot say whether they were done entirely without assistance; on perusing them I thought they were not; if they were, they were very creditable to both teacher and pupils. They were, however, intended to test accuracy of work rather than knowledge of principles. In the private semi-classical schools of Norfolk the arithmetic seems to have been improved by the establishment of the local examinations.

(*g*) *Book-keeping.*

School instruction in book-keeping not encouraged by men of business.

Book-keeping by single entry is still taught in some writing schools, where it affords an opportunity of promoting that special instruction in writing and entering accounts which is regarded in these schools as the chief aim and object of education. In most other schools it is practically discarded; the more intelligent schoolmasters being of the same opinion as the generality of merchants, that the subject is best learnt in a place of business. Those boys who still profess to learn book-keeping in the better schools do so because their parents desire it.

(*h*) *Mensuration.*

Mensuration popular in Northumberland rural districts.

Mensuration, as taught in Northumberland and Norfolk schools, is only a more advanced rule of arithmetic. No geometrical knowledge is imparted which may not be given in a few tables, and the subject implies merely an application of numerical formulæ to the measurement of areas. It is a favourite with Northumberland farmers, and the adventurers in remote parts of the county frequently act as land surveyors when small jobs are in hand. The farmers are glad to have in their neighbourhood a person who can do this kind of work economically, and who can teach their sons to do it for nothing. Thus land surveying is to some extent practised in the country schools. The ordinary book in use for mensuration is Nesbit, which is an expensive school book. The best mensuration class which I saw at work was at Hexham Grammar School, where the master, being a competent mathematician, was independent of text books and set the examples *extempore* on the black board. The boys worked them with great rapidity and precision, as they did all their sums in arithmetic; but the master himself explained that his teaching was directed to practical objects, and that no knowledge of geometrical principles was furnished by his system. On the other hand, a youth from an adventurer's school in the neighbourhood of Bellingham, who was on the point of proceeding to Durham University, informed me that he had read conic sections; but it turned out on inquiry that he had only worked up in Nesbit to the examples in conic areas.

(*i*) *Mathematics.*

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Instruction in mathematics is * confined to Euclid, algebra, and trigonometry. No applied mathematics are taught; but lectures on mechanics of a popular character are delivered at one or two schools.

EUCLID.

The best oral teaching in Euclid, and indeed the best oral teaching in any subject, which I have witnessed, is that given at Newcastle Grammar School. The text of the elements is explained by the master and learnt by the boys in the most satisfactory manner possible. One by one the pupils came forward to the black board and demonstrated the propositions by the use of a figure without letters, marking with their fingers the several lines and angles referred to in the construction and proof. Not a point was omitted, and the majority of the older boys showed a clearness of conception and reasoning such as I have not seen in any other school. But they were taught only to follow the reasoning of others; and even a simple corollary in the first book, which they had never learnt to verify, was more than the best could manage. The master informed me that he objected on principle to deductions and riders. I cannot but think that this objection is founded on the necessities of his system of teaching, which excludes all occasion for long and laborious reflection. Northumberland.

At no other school was the *viva voce* Euclid at all comparable to that at Newcastle Grammar School. But whereas the master at this school would not allow me to test his boys with a paper, those at Morpeth and Berwick Grammar Schools did. I also received papers from one private school at Newcastle. They were not very satisfactory. The best I got were from Morpeth, where one or two boys could solve a very simple rider. At a few other Northumberland schools, such as Alnwick Corporation School, Euclid is a professed branch of study; but though in some cases the reasoning was partly understood, it was remarkable how inaccurately the propositions were learnt. Considering the definiteness of the subject, and the rigorous form of demonstration adopted in the text of the elements, it is strange that teachers at least should enter so little into the spirit of Euclid's method. But in some instances it is certain that they are not qualified to teach geometry. At one school the master gave a gratuitous proof of this: after his boys had failed in one of the very earliest propositions he attempted it himself, and failed also.

Norfolk.

In Norfolk Euclid is taught at the classical and some of the semi-classical schools. On the whole it is not a very satisfactory subject, although in the grammar department of Norwich School five or six of the upper boys answered fairly in their papers. But throughout the country there seems to be some defect in the oral teaching of the text. If the practice of writing the propositions and working deductions in examination could be superadded to

* At Norwich Grammar School one boy had commenced the Differential Calculus. He could merely perform the operation of differentiation upon a simple algebraical function.

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

the expository instruction at Newcastle Grammar School, or if in the Norfolk schools, where the propositions are written out without book, a regular method of lecturing on Euclid were adopted, the result in either case would be more satisfactory. At present both systems of teaching in vogue have the disadvantage of being one sided.

ALGEBRA. Northumberland.

Except at Norwich Grammar School algebra is confined mainly to the simple operations, and never extends beyond the solution of quadratic equations. At Berwick and Morpeth Grammar Schools and at the two chief private schools at Newcastle a useful but limited knowledge of the subject was exhibited by the most advanced boys; but though a student may be found here and there attempting the elements of algebra (and even in some writing schools there were boys professing to study the subject), little or nothing is taught in any other school.

Norfolk.

In Norfolk the classical schools, including Holt, gave me some fair work. Of the semi-classical schools, the commercial department at Norwich was by far the best. The papers in algebra from this school were very creditable indeed. Algebra is taught at some of the private semi-classical schools, but although the subject is certainly more satisfactory than the Euclid, I question whether many private schoolmasters know much about it. In one school where I requested the master to select a few questions adapted to the attainments of his highest class he carefully provided me with a list of the correct answers, though the questions were all so elementary that any person professing to teach algebra ought to have been able to solve them without pen or paper. The master however evidently regarded them as no ordinary tests of proficiency in the subject; and in the case of one equation which he miscopied from the book he actually introduced an additional unknown quantity without appearing to know that this rendered the equation insoluble.

Still algebra on the whole is a more successful subject than Euclid, no doubt from the fact that it requires less oral explanation, or rather that when once the processes are mastered boys can work them out without understanding operations which they nevertheless practise unhesitatingly, and in the main correctly.

TRIGONOMETRY.

At the time of my inspection there were only three schools in my district actually engaged in teaching trigonometry, by which I mean the mathematical science, not the measurement of heights and distances in which trigonometrical formulæ may happen to be applied by rule of thumb.

Northumberland.

In the largest private school at Newcastle there was a class of five or six pupils, who had not advanced far in the subject, but who were sure to be taught on sound principles. At Morpeth Grammar School two boys had commenced the subject, one of whom knew nothing, while the other had a fair knowledge of the bookwork as far as the composition and resolution of trigonometrical functions. Thus he could express $\sin \overline{A+B}$ in terms of sin A, cos A, sin B, cos B, for the case only that was proved in his book, viz., when

$\overline{A+B}$ was less than 90°. I asked him to prove it when $\overline{A+B}$ was greater than 90°, but he declined to attempt it. Boys' Schools, Norfolk and Northumberland.

At Norwich Grammar School four boys attempted to answer questions in trigonometry. Three of them knew nothing, but the fourth was a very fair mathematician, and answered all the questions set. They were not difficult, but they, as well as the Euclid and algebra questions set at this school, were of a higher character than any which I set elsewhere. Norwich Grammar School.

No other Norfolk school had any pupils in trigonometry.

(*k*) *Natural Science.*

My ignorance of natural science prevents me from giving any positive information respecting this branch of study. But in the schools which I have visited I have always been able to form some opinion as to the soundness and reality of the knowledge imparted by watching the methods employed. Accordingly I venture to state my impressions in connexion with this particular class of subjects, although no great value can be attached to mere impressions. Mode of treating natural science popular, not educational.

The returns from some schools would seem to indicate that instruction in natural science is more general than I believe it to be.

I omit all notice of schools in which a casual student may be returned as learning one or other of the branches specified. But there still remain some in which several boys would seem to be occupied with this department of study. In the Northumberland tables school No. 5 gives an imposing array of thirty-two students in physics and natural history. The results, however, in other subjects taught at this school do not warrant a belief that anything beyond a smattering of science is imparted. For instance, in mathematics thirty-five boys are returned, yet not one boy in the school could prove either the fifth or the ninth proposition of the First Book of Euclid. I have little doubt that the cultivation of natural science does not proceed beyond the use of some popular work, either as a text or a reading book. In the Norfolk tables schools No. 2 and No. 4 return, the former twenty-five students in natural history, the latter twenty students in physics, natural history, and chemistry. These are both good semi-classical schools, and the masters are certificated; yet no philosophical treatment of these branches is possible in either school, and I rather suspect that the true explanation of the returns is, that a useful manual on the several subjects particularized is learnt or read in class. I am confirmed in this suspicion with regard to school No. 4 by the fact that the number of boys studying each branch of science is the same. Neither school has ever passed a boy in chemistry or physics at the Cambridge local examinations, and at the time of my inspection there was no indication of special or advanced instruction in natural science. The small number of boys learning mathematics at these two schools shows that the main business of the teachers is confined to an elementary course.

School No. 6 also returns a number of students in each branch.

Boys' Schools, Norfolk and Northumberland.

The books in use, as given in the tables, show the nature of the instruction given, and I can affirm positively that a sound knowledge of any branch of science cannot be imparted at a school of this description. The master, indeed, who was very frank and candid, would be the first person to disclaim any such pretension.

School No. 9 I was not allowed to inspect, but here, as in the last-named school, *all the boys study natural history*, which is sufficient to prove that the treatment of this subject cannot be scientific.

Except in one Newcastle school.

In fact I believe that there is only one school in the two counties in which any real and substantial knowledge of these branches of study is imparted. This is the chief private school at Newcastle. It returns two boys as studying physics, forty as studying natural history, and twenty-one as studying chemistry. An ample apparatus is accessible to the older pupils, and excellent object lessons in natural history, physiology, and comparative anatomy are in use. Every Saturday morning a lecture on some one branch of science is delivered to volunteer attendants. I heard one on physical geography, at which about eighty boys were present. The success of the teaching has been evidenced by distinctions gained at Edinburgh University for proficiency in chemistry. I may add that the master is discerning enough to distinguish between real and specious knowledge, and competent to teach all that he professes to know.

Dr. Bruce's opinion on the question of teaching natural science in schools.

The introduction of the natural sciences as a department of education in this school is due to Dr. Collingwood Bruce, a gentleman to whom it formerly belonged, and under whom it flourished for many years. He explained to me that being fond of chemistry and the sciences allied to it, he determined to try the experiment of teaching them to his pupils. But he volunteered the remark that if he were to begin teaching again he would confine the instruction of his advanced classes to classics, mathematics, and history. He stated his opinion that natural science did not fulfil the essential conditions requisite for a sound general education, and that it encouraged to some extent loose and superficial thought. The present master does not concur in this opinion, and attaches much importance to physics, and chemistry in particular, as affording a sound foundation for intellectual culture. The school is still a large school, nor am I aware that its numbers have diminished since Dr. Bruce gave it up, but I believe that the instruction in classics is not so effective as it was, for although sufficiently sound and accurate, it does not pretend to produce any extensive or brilliant results.

Elementary lectures in chemistry are given at the Duke's School, Alnwick. Similar lectures are sometimes delivered at Kings Lynn Grammar School, and at one or two semi-classical schools in Norfolk. The scheme for King Edward's School, Norwich, makes provision for experimental lectures in science, but this provision has never been put in force. At Framlingham College it is intended to teach chemistry in its relations to agriculture, but at the time of my visit of inspection no teacher in this subject had been appointed.

(*l*) *History.*

Boys' Schools, Norfolk and Northumberland.

In schools where the great majority of boys leave at the age of fifteen, history can only be regarded as a preliminary subject taught by the aid of abridgments or elementary oral lectures. It is most usefully confined in such schools to the outlines of English history since the Conquest, including the succession of sovereigns, the chief events, and some account of the leading men in each reign. If any attempt is made to teach more than this the general result seems to become more unsatisfactory with the extension of the subject. Thus in a Norfolk school, which professed to give instruction in ancient history, I was informed by one boy that Alexander the Great was a king of England, and by another that he was a king of France, and no one could tell me anything further about him. In a Northumberland school, where the instruction was also of a loose but pretentious character, the teacher in my hearing put a question from which it was evident that he considered the commercial prosperity of Tyre and Venice to have been contemporaneous, or nearly so.

Generally confined to the outlines of English history.

Even when the teaching of history is confined to a compendious treatment of the limited period above specified, the knowledge displayed by the boys is usually small and inaccurate. At Newcastle Grammar School the method of teaching adopted is favourable to a subject dealing largely in dates and bare facts, but yet the proportion of boys answering well in history was smaller than in any other subject. A few schools, of which this is one, could produce some boys fairly acquainted with the chief events and their dates, but there was only one school in which accuracy of outline was combined with any commensurate knowledge of details. This was the leading private school in Newcastle. Among the older boys the knowledge of history was something more than a registration of names and figures on the memory.

History not a satisfactory subject.

There can be no doubt that of the English subjects history is the least taught and the worst learnt. It was the one weak point in Norwich Commercial School. In a majority of inferior schools it was either not taught at all or only to a limited number of boys, or if professedly taught was entirely unknown. Thus in a Northumberland school in a country district one boy told me that the reformation occurred in George the Third's reign, and none of his schoolfellows could correct him. Boys do not like the subject and parents do not value it. I am told that Norfolk farmers, whose boys are to be trained for business, entertain a special contempt for it. Masters, too, are more ignorant of history than they are of geography, grammar, and arithmetic. In a writing copy book I found it gravely repeated throughout a whole page that "James IV. "of Scotland ascended the throne of England in 1630." The very imperfect acquaintance of teachers of inferior schools with history, in any true sense of the word, is further proved by their ideas of "standard authors." Thus the master of school No. 15 in the Northumberland tables dignifies a manual in Chambers' series with that title. I question whether many private schoolmasters in my district have read Hume or Macaulay, or even heard of Hallam.

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

History taught by reading lessons.

In some cheap schools the teaching of history is carried on by the aid of reading lessons alone. Thus in school No. 17 (Northumberland), "the first class reads in a history of England every "third week." In other schools catechisms are learnt by heart without comment or illustration on the part of the teacher. It is difficult to say which system is the more barren of solid result. The former interests children in a few events and characters; the latter loads their memories for a week or two with certain dry facts and figures. Where the learners are young, probably the best mode of teaching history is by the use of abridgments, with tables or charts, supplemented by oral lectures. A good general perspective of the outlines may thus be acquired, and is sometimes thus acquired in ladies' schools.

By oral lectures.

The only school in my district where history was taught *exclusively* by oral lectures is school No. 7 in the Northumberland tables. The master's views of education will be seen from his description of the subjects of instruction best fitted in his opinion for his scholars. His scholars are of a special class, being the sons of wealthier persons than those usually availing themselves of local educational opportunities, and some of them are evidently spoilt at home. It is therefore an object with the teacher to interest his scholars, and to avoid all methods which might prove irksome and laborious. He is, I understand, a practised and successful lecturer on popular subjects, and thus his objects and his peculiar talent combine to give the same discursive character to his method. Fragmentary portions of history are treated with minute attention; other portions are omitted or neglected for a season. I found his scholars deficient in the knowledge of chronology and of the true order of events; but when he subsequently questioned them on points in which he had succeeded in interesting them he extracted more detailed information than I could get out of most boys of their age. The boys are too young to be introduced to the study of standard authors; such books as are read are of a biographical character. In fact, biography and anecdote* take the place of history under this system, the main fault of which is that no true perspective of history is observed.

Ancient history in classical schools.

In the classical schools English history is not usually kept up after boys have reached the higher forms. I presume that boys are then supposed to take a personal interest in the subject, and to read standard authors of their own choosing. But the result is that junior boys are often fresher in their knowledge than seniors. This was the case both at Morpeth and Holt Grammar Schools.

* I sometimes found great ignorance of important facts accompanying a minute knowledge of trifling details. This is the natural result of the system of historical instruction adopted in ladies' schools; but I have also noticed it in some good boys' schools. Thus, on reading over six exercises purporting to give an account of Warren Hastings, I observed that not one of the writers made any mention of Burke, but all stated the exact amount of Warren Hastings' pension. So, again, in a short history of Lord Chatham, most of the boys mentioned that he was a martyr to gout and that his powers of sarcasm were unrivalled, but no allusion was made to any of Lord Chatham's contemporaries.

Where serious attention is paid to Latin and Greek, ancient history takes the place of English. I found little systematic instruction in this subject, but in most classical schools the upper boys knew something of the facts connected with the subjects and authors of the books they were reading; more indeed than I expected.

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I may here remark that a boy of 16 or 18 at a classical school knows less of the chronology and outlines of history than many a girl of the same age at a good ladies' school. But on the other hand he has often acquired some literary tastes which incline him to study standard works, although he may always be defective in those minutiæ which are best impressed upon the memory at an early age. Above all, his knowledge of ancient history will be in part derived from original authors. A girl, on the contrary, has often by the aid of mnemonic processes and other artificial means obtained an accurate knowledge of dates and events, and of their true order, without having ever seen a really good book on the subject. Her general training, moreover, is not calculated to reconcile her to the reading of Gibbon or Hume when she has her own time at her disposal. And in ancient history her knowledge will never be corrected by the study of original authors, whereas it especially requires some such correction; for ancient history, as taught at girls' schools, is the most amazing jumble of fact and fiction, legend and history that it is possible to imagine. Generally the legendary part of history is most assiduously taught. Girls, as a rule, know more of Jason, Achilles, Romulus, and Coriolanus than they do of Pericles, Philip, Cicero, or Augustus. But this is a subject to which I shall refer more especially in a later part of my report.

Comparison of the amount and quality of historical knowledge acquired by older boys and girls.

(*m*) *Geography.*

Geography is a much more favourite and successful subject than history. It is taught at many schools in which history is not, and where history is taught there is usually a larger number of geographical than historical students. Next to reading, writing, and ciphering, geography and English grammar are the leading subjects of instruction in the inferior schools. In most of these there are sheet maps of the world, of each continent, and of England and Wales, hanging from the walls, and the maps of Europe and England are often fairly known. Children seem to like their geography lessons more than any other, at least in schools where the map and pointer are in use. When, as at Hexham Grammar School, neither sheet map nor atlas is provided, and the subject is entirely learnt from cheap old-fashioned catechisms, no interest is taken in geography and nothing is known of it. At the school just mentioned even the names of English counties seemed strange and unfamiliar to the scholars. This, however, is quite an exceptional case, and as a rule not only were maps in daily use, but a fair result of their use was observable; the names and situations of countries, chief towns, mountains, seas, lakes, rivers, islands, &c. being repeated and pointed out with eager interest by very young children.

Generally a favourite and successful subject.

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Teaching mainly oral.

The teaching of geography is mainly oral, not only in Northumberland, but also in Norfolk schools. Much depends on the skilfulness and capacity of the teacher in this as in other subjects which are taught orally. Some contrive to make their lessons merely a medium for conveying and testing isolated points of knowledge. But others propound their questions so as to make them suggest and arise out of each other; and where this is the case a certain continuity of purpose is imperceptibly introduced into the questioning which makes the information conveyed at once more impressive and more useful. I was much struck with the tact displayed in this respect by the assistants in Newcastle Grammar School; and as the rapid answers of the boys allowed but little time for reflection as to the order of questions proposed, I have no doubt that their skill was the result of long experience. In one or two schools I observed on the part of the teachers a certain ignorance of the relative importance of geographical facts; but these were generally inferior schools. Thus, for instance, in a mixed school a female assistant conducting the lesson showed great impatience when none of the class could tell in what counties Tullamore and New Ross were situated; but she was not surprised at her pupils not knowing the capitals of Austria and France. In explanation she informed me that they had not studied these latter countries for some months, but that Ireland was their last lesson.

Physical geography.

Not many schools attempt physical geography, which is less interesting to children than that branch of the subject which is called political. Accordingly the chief attention is directed to the names and situations of countries, cities, &c., their forms of government, religion, and products. At the leading private school in Newcastle physical geography is taught by means of set lectures. It is also taught in some of the Norfolk semi-classical schools. In all cases the instruction in this subject is mainly oral.

Mathematical geography.

Mathematical geography is a more favourite study at girls' than at boys' schools. Some trained masters teach it, partly, I cannot help thinking, on account of the technical nomenclature of the subject. Where there are no mathematical students it requires an able and skilful teacher to convey clear conceptions of the meaning of the terms employed. Answers in this branch of geography are very liable to be slovenly and inaccurate.

A good text book of geography.

The following remarks, recommending a text-book on geography, are from a very competent authority:—"Permit me to "remind you of the excellent geography by Dr. Mackay (Blackwood and Sons). Its great merits are copiousness and excellent "arrangement of information, accuracy, and literary excellence. "The manual of which it is an abridgment I have not seen; but "if, as is reasonable to suppose, it is worthy of its offspring, it "must be without a rival in its own department. The prices are "3*s.* 6*d.* and 7*s.* 6*d.* respectively."

(*n*) *English Grammar, Composition, and Literature.*

English grammar is taught in most schools, the few exceptions being among the schools of a better class where Latin is made the

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Taught with a practical object.

foundation of instruction in grammar. In a majority of schools the subject is in the first instance directed to a practical end, being taught with the view of correcting solecisms in grammar and faults in pronunciation originally acquired and continually confirmed by daily example at home. Special attention is paid to accuracy in the inflections of words and in concords, and much time devoted to orthographical exercises, which belong rather to the department of grammar than of ordinary spelling. These have reference to words which are different in sense, but identical in sound; and in Northumberland especially the constant drilling in these exercises proves that the necessity for them is very general.

Modes of teaching scientific grammar.

Instruction useless without much oral explanation.

Scientific grammar is taught in various ways. The most superficial and most useless is by the use of catechisms or text books, containing questions and answers which are learnt by rote. Portions of these books are worked through at periodical intervals; and wherever this was the practice an examination in grammar was nothing more than a repetition of certain lessons in my presence. The questions were asked according to a prescribed order, and the answers to them were as uninteresting and unintelligible as the questions themselves. In fact, the boys who were thus catechised from the book never realized the meaning of the words employed. Such questions as, "What is an improper diphthong?" "A triphthong?" "An abstract noun?" and so forth, only produced a confusion of answers, or, at best, if answered correctly were not understood. In this kind of teaching the understanding is not exercised at all, and the memory is employed at great disadvantage and to no purpose. One specimen of the result of grammatical instruction of this kind I will give, as fairly illustrative of the system. After the boys had answered in order a number of the questions contained in the book, I first asked for an instance of a dissyllable. The boys opened their books to find one, and with great difficulty I got the word *household* as an answer; with greater difficulty still I got the vowels, diphthong, and consonants in the word severally named. But I entirely failed to obtain a specimen either of a monosyllable or a noun. The simplest questions on the subject of pronouns, number, person, and gender, if not taken from the text book, remained unanswered. This mode of teaching grammar, which invariably produced the same barren results, I met with both in Norfolk and Northumberland.

But it is fair to the latter county to mention that this was the exceptional mode of teaching, and that as a rule English grammar is, after arithmetic, the most important and the best taught subject in the northern schools. Scientifically, indeed, it is a more useful educational subject than arithmetic, for the schoolmasters are better acquainted with principles of grammar than they are with the theory of abstract numbers.

Parsing of English taught in Northumberland schools.

Parsing more

The system of teaching which they adopt is one based on the parsing of sentences. I apprehend from some remarks I heard in the course of my inspection that parsing is now considered an obsolete mode of teaching English grammar, and that it is superseded by analysis. These remarks have drawn my particular

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useful than analysis.

attention to the subject, and after much reflection I am convinced that parsing is the more successful and useful system of the two. English parsing is a far more difficult matter than Latin parsing, owing to the anomalies of usage as well as to the existence of several common words which it is impossible to classify, and whose functions vary with the context. It is in consequence of these irregularities in English grammar that Latin is so much more useful as a medium for teaching grammar to beginners. Moreover as these difficulties in English grammar can only be mastered by one who can compare the idioms of his own tongue with those of others, ancient or modern, it follows that most Northumberland schoolmasters, having no accurate knowledge of any language but their own, are unable to teach grammar so completely as it might be taught. Still, there is a large proportion of regular grammatical constructions even in the most idiomatic sentence, and a schoolmaster with any acumen and taste for the subject can give very useful instruction, even if he cannot satisfactorily explain the difficulties I have alluded to. And this is what is done by means of parsing in Northumberland schools. The essential differences between parts of speech and the functions which each performs in a sentence are taught at the same time with the correct and practical use of the English language. A parsing lesson, even when the more intricate and interesting points are necessarily slurred over, is thus rendered useful in a variety of ways; first, it conveys some really scientific instruction; secondly, it corrects faults of grammar current among the pupils; and, thirdly, it helps the teaching of spelling. For as it is found that a quick child by learning to read too fast is peculiarly liable to become loose in spelling, so nothing is more calculated to produce orthographical accuracy among children than the practice of arresting their attention and fixing it for some time on a number of individual words in succession. But the chief advantage of parsing is that it is the simplest method of awakening abstract conceptions in the minds of those whose education is necessarily limited. I have already stated that arithmetic as taught in commercial schools fails to produce this effect; English grammar on the contrary does, I think, in some instances. I question whether any boy taught in these schools has any idea what a numerator or a denominator is, though in a particular fraction he may point out the one and the other; but I do think that some boys realize to a certain extent what a noun substantive, an adjective, or a verb is, independently of any instances of each part of speech which may occur in their lesson. And as this process of generalization is partly spontaneous when it is the result of constant practice in parsing, I think it all the more valuable on this account. I should add that I had never heard a lesson in English parsing until I visited the schools in my district, and accordingly these reflections, which may seem somewhat tedious, are entirely the result of my recent experience.

Oral methods of teaching English gram-

In English grammar it is especially necessary that the teaching should be oral and good of its kind. The existence of the diffi-

culties which I have referred to has produced two modes of dealing with them. One is to point out the peculiarity of the word or expression, to explain its difficulty, *i.e.*, wherein it lies, and to admit that it is possible that two opinions may be held about the more proper mode of solving it. This is what the ablest teachers would do in such a case, at the same time taking care that such an admission does not invalidate their pupils' belief in the general and fundamental principles of grammar. Thus, for instance, when I had taken an upper class in a Northumberland school through a sentence which contained two grammatical difficulties, the master came forward at the end of the lesson and explained how he would have treated them. I venture to think he was wrong, but still he argued his case with sagacity, and the discussion of the moot points was no doubt more profitable to the boys than the dogmatic decision of either of us would have been. But this method of teaching grammar presents one disadvantage, which a teacher of young children is most familiar with and most inclined to magnify; I mean, it may create in the minds of the pupils, first, uncertainty, then indecision, and, lastly, blundering. For these reasons the more frequent method of getting over grammatical difficulties in parsing is to force all such elastic words and phrases as occasion these difficulties within the compass of a rigid inflexible rule. Teachers who see the difficulties but cannot explain them adopt this plan. Their text book is a grammar by Lennie, not a work of much merit, but suited exactly to their purpose. The rules in Lennie are all numbered, and it is not uncommon in a Northumberland school to hear the rules quoted by their numbers, just as the propositions in Euclid are, the mere reference to a number being sufficient without any enunciation of the rule, and a mistake in the reference being at once detected by a practised teacher. The disadvantage of this stiff and formal instruction in grammar is one which I noticed more than once. An instance will explain it best. In a certain northern school an intelligent girl made a blunder: she called the adjective of quantity *eight* a noun-substantive. I feel sure she was thinking of the numerical symbol; but the master, in order to convict rather than convince her of her mistake, made her, as the usual penalty of her blunder, repeat the stereotyped definition of a noun. She did so, and of course it exactly described what she was thinking of. In this case a sagacious teacher would at once see and explain her difficulty; but a mere stickler for rules would leave the difficulty, as in her case, not merely unexplained, but increased by the misapplication of the rule. This trifling incident affords another illustration of the peculiarity in Northumberland schools, where reflection is discountenanced, and readiness of apprehension considered of the first importance. The school in which it happened is the most remarkable in this respect that I have ever seen; it surpassed even the Grammar School at Newcastle.

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mar in Northumberland schools.

In this latter school the same careful drilling in the elements of grammar was observable; but as the parsing was in general good throughout Northumberland, I will only observe that the best schools in this subject were Hexham and Morpeth Grammar

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Schools. At Hexham Grammar School the boys took great interest in their lesson, and a peculiar custom in the classes led them to reflect before they answered. Every boy who makes a mistake goes at once to the bottom of the class. As the half year's marks depend on the daily places in class, the pupils do their best to avoid this penalty, and the master gives each boy ample time before requiring him to answer a difficult question. In arithmetic on the contrary a premium is offered to rapidity combined with accuracy, and all boys failing to obtain a solution within a given time lose their marks. At Morpeth the English grammar of the upper boys was extremely good, and I was much pleased at the intelligent way in which they analyzed some difficult sentences. Their work in this respect was in advance of that in other Northumberland schools. At Berwick Grammar School, and at one of the two chief private schools in Newcastle (No. 2), English grammar was not a formal subject of instruction.

Norfolk.

Some of the preceding observations apply to Norfolk schools, where one object of grammatical instruction being to correct faults current among the scholars, the teaching is practical as well as scientific. But in such a school as Norwich Grammar school, where the practical necessity scarcely exists, and scientific instruction in grammar is imparted through the medium of Latin, no English grammar is taught.

Parsing not so well taught as in Northumberland schools.

In Norfolk schools, however, parsing is not taught so systematically or, I must add, so successfully as in Northumberland. In the semi-classical schools more attention is paid to analysis, a very useful subject when boys are able to understand it, but one which cannot be introduced with advantage into a school until the more

Analysis,

elementary process of parsing has been mastered. The terminology of analysis is highly scientific, and if attempted too early will only be learnt by rote. In parsing there is much less mischief done by teaching a few fundamental rules before their meaning is correctly apprehended; and the most familiar terms in grammar, such as number, gender, person, tense, &c., explain themselves in course of time even to young children, provided they are constantly drilled in parsing. But analysis is absolutely worthless unless the process is understood from the first. It is in this respect analogous to Euclid, whereas parsing rather resembles arithmetic, in which many of the processes are acquired before the reasons for them are

not successfully taught.

ascertained. As a matter of fact, analysis is not generally understood by boys of fourteen in semi-classical schools. They can explain the structure of an individual sentence if it contains no special difficulty, but they fail entirely in most instances to grapple with the general analysis or organization of composite sentences. And while attempting to analyze sentences before they are competent to do so, they neglect parsing which they could understand. The one weak point at Framlingham College was the parsing, and the reason of this was that it was not taught.

I can best illustrate this subject by an example, taken from an average private semi-classical school which sends in candidates for the local examinations. I set the boys a sentence to analyze, and

pointed out in a long passage a number of words which they were to parse, the words being selected in consequence of some irregularity or difficulty in the syntax. The result of the parsing was unsatisfactory. In the analysis one boy out of seven succeeded very fairly, the detailed analysis being quite correct and the general analysis almost so. Another boy had a correct idea of the general analysis of the sentence, but made a series of mistakes in the detailed analysis. None of the other five had any notion whatever of the general analysis, and in the detailed analysis they all failed in explaining two out of the four individual sentences, these two having some irregularity in their form. In consequence of these results I requested the master to select a simple passage for parsing. He did so, and before handing the exercises to me he marked the mistakes himself. There were eight exercises. In the first he had failed to notice three bad mistakes in parsing. In the second he marked all the mistakes in parsing, but passed the word *possitive* (positive) without comment. In the third three bad mistakes in parsing were unnoticed and *quantites* (quantities) passed twice. In the fourth four bad mistakes in parsing unnoticed, besides *cotten* (cotton) twice and *poss. state* (positive). In the fifth five bad mistakes in parsing unnoticed. The sixth exercise was quite correct in parsing, but *cotten* (cotton) escaped detection. In the seventh two, and in the eighth three mistakes in parsing were unnoticed. And the parsing itself, when correct, was far less complete and satisfactory than it would have been in a Northumberland school of an inferior grade.*

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My object in giving these particulars is to show that analysis is taken up before parsing is mastered, and that in that case no progress is made in analysis beyond securing a correct detailed analysis of a simple sentence. This, though in the order of scientific treatment a step in advance of parsing, is not so practically useful, and does not require the same extent, variety, or reality of knowledge. A boy who cannot parse correctly, and can only point out the subject, predicate, and object, with their several amplifications and extensions, in a straightforward individual sentence, knows in reality much less of useful grammar than one who has learnt no analysis, but who can give a correct and particular account of most of the words employed in the sentence.

Analysis should follow parsing.

In order to institute a comparison between the effects of grammatical training under the English and Latin systems respectively I requested the head master of Norwich Grammar School to allow eight of his best boys to attempt the analysis of an English sentence.

Teaching of grammar under the English and Latin systems illustrated by

* The inaccuracy displayed by the master in marking mistakes was, I think, in this instance not due to ignorance, but rather to a contempt for parsing, and partly too to the cursory and imperfect manner in which untrained examiners perform their work, even when correcting dictation exercises. Thus in nine exercises marked by a private schoolmaster the total number of mistakes in spelling was 46, of which only 36 were detected. Among those unnoticed were the following: *sewing* (shewing), *pray* (prey), *semed* (seemed), *strifs* (strifes), *envolve* (involve), *then* (than), &c. In some schools boys are made to mark each others' faults in dictation; and I generally found where this was the practice that several mistakes were unnoticed.

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the work sent up from Norwich Grammar School.

Although this was not in their regular course of study the master at once consented to my proposal. The boys selected had already written a piece of Latin prose for me. A passage was dictated to them, the same words were selected for parsing as in the school last alluded to, all the words being more or less irregular in their government, and the same sentence was proposed for analysis. There were two mistakes in spelling; one boy wrote *ensueing* and another *envolve*. The parsing and analysis both betrayed the want of formal training, the terms and rules in ordinary use being apparently unknown to the boys, who supplied this defect from their knowledge of corresponding Latin terms. The work was peculiarly the boys' own; they had not read the text books on the subject, nor had they received special instruction in it; but their knowledge of the structure of a Latin sentence was of the greatest use to them. There were some actual blunders, one or two grave ones, but nothing was written by rote; the work was that of boys who knew what they were about, and who wrote down only that which they had thought over. It was remarkable that they were more successful in what is called the general analysis than in the detailed; whereas at most schools where analysis is systematically taught the contrary is observable. The reason of this is, that the detailed analysis of simple sentences is capable of being learnt mechanically; but the relation of sentences to one another is more difficult to explain. Thus in the private school which I have selected above to illustrate my remarks on analysis, five boys out of seven failed to name the main sentence correctly.

Both at Berwick Grammar School and at the private school in Newcastle, where English grammar was not taught, I made a somewhat similar experiment as at Norwich School: that is to say, I examined the boys *viva voce* in the principles of English grammar. The results were confirmatory of what I have stated above. The boys failed in what may be called the bookwork of the subject, but when a difficulty was propounded they attempted to solve it. At Newcastle Grammar School, on the contrary, the technical knowledge was almost perfect, but a question out of the way of their reading silenced the whole class.

English grammar should be a definite subject of instruction in all classical schools.

Still I consider that English grammar should form part of the course of every classical school. In point of fact no boys in semi-classical schools will ever completely master this subject; but a sixth form boy at a public school or at a good grammar school would find the parsing of difficult English words of great assistance in clearing up misty conceptions contracted in the course of a necessarily early introduction to the study of Latin grammar. The analysis of intricate English sentences, such as may be found by opening the Paradise Lost at random, would be both instructive and interesting to a highly trained youth, and would be an excellent preparation for the study of logic.

I ought to mention in justice to the teaching at Norwich Commercial School, that the English grammar in all its branches was very satisfactory; accidence, syntax, and analysis being all fairly mastered. It was the best school in this respect in my whole dis-

trict. I am inclined to place Morpeth Grammar School second, but the pupils submitted to examination were few in number and taken from the highest forms. BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

At Norwich Commercial School the English composition was also better than in any other school. In fact, composition is very little studied in Northumberland, where the treatment of grammar is analytical rather than synthetic. But I cannot help remarking on the singular inaptitude of boys for composition in English. The best exercises in Norwich Commercial School were very inferior to work of a somewhat similar kind in many ladies' schools. English composition.

English literature is practically not taught in Northumberland. Hexham Proprietary School returns eight students in this subject; but from all the private schools in Northumberland two only are returned. These belong to school No. 1. Nor do I think that any real study of English standard authors is attempted even in those Norfolk private schools which return students. Extracts and passages from the poets especially may be learnt by heart in some schools; but it is a significant fact that no students are returned from schools No. 1, No. 2, and No. 3, and the masters of these schools have probably abstained from making returns in this subject because they are better able than most to appreciate how the subject really should be treated. The list of books in use at school No. 9—a school which I was not permitted to visit—is suggestive. The books are Milton, Pope, White, Dick, &c. This enumeration, the meaning of which I am not able to explain, would not lead one to suppose that the master was a man of great literary attainments or knowledge. English literature.

At Norwich Grammar School some instruction is given in the English language and literature, though not in grammar proper. The head master showed me the answers to a miscellaneous paper which he had set to his first class during the time of my visit to Norwich. I was not favourably struck either with the style of paper or its results. The paper consisted of three main parts; the first contained questions on the affinity of the English language to Anglo Saxon and other languages of which the boys could know nothing except at second-hand. The second part consisted of about twenty quotations from various poets, ranging from Shakspeare to Tennyson. It was quite impossible that a boy of seventeen could have read one-fourth of the authors from whose works this farrago was concocted; and the only result of teaching English literature according to this system must be that boys will lay aside their Shakspeares and Miltons and read Enfield's Speaker and other selections instead. The third portion of the paper was devoted to editions of famous works; Shakspeare's quartos and folios occupied two or three questions, which could only have been answered without a book by a few persons who have made this department of literature their special study. Taught, but not successfully, at Norwich Grammar School.

I expressed to the head master my disappointment at seeing the paper; and stated that I was not surprised to find that the boys had shown very little real knowledge in their answers. He explained to me that the paper was modelled on the plan of those set in the

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Indian Civil Service Examinations, for which he was in the habit of preparing candidates. Such papers, however, though they may be adapted to test the acquirement of youths whose education is quite completed, can only have a degrading and vulgarizing effect on the English reading of boys who are still at school.

Text books.

I conclude my observations on the teaching of English with an extract from a letter written by the schoolmaster whose opinions on the subject of books I have already more than once quoted. I must premise that finding Hiley's Grammar in use at his school I asked him the reason why he had selected it. He had himself pointed out to me one or two unphilosophical definitions which he was in the habit of correcting in the course of his grammar lessons; still he considered the book to be the best suited for the class of boys frequenting his school. On returning to Cambridge I sent him both Morell and Thring, and drew his especial attention to what I considered the excellent method adopted by the latter writer. The following is his reply, acknowledging the receipt of the books:—

"To my great gratification I find that you have kindly striven to "meet my craving for a logical and scientific grammar applicable "to use in such a school as mine. . . . . I had seen both "grammars before; indeed, it was Morell's that I placed in my "son's hands for preparatory study when he had the University "middle-class examination in prospect. I approved of the book "as much beyond the ordinary school grammars; but, if I "remember rightly, I found his practice of minute subdivision of "the parts of speech too complex for the brains of the mass of my "pupils; and so dismissed it from my thoughts. Thring's, too, I "had procured, for I have been, and am still, indefatigable in my "efforts to become acquainted with the best books in every depart-"ment of education. But the mould in which it is cast, of an "almost geometrical rigour in stepping from first principles to a "complete knowledge of grammar, appeared to me, after a slight "inspection, unlikely to be susceptible of practicable application; "whence it too was discarded. I will now, however, do justice to "your recommendation by weighing deliberately the practical "merits of these books."*

(*o*) *Reading.*

In the inferior schools of both counties much time is taken up with reading. The junior boys learn little besides, and the oldest boys, with but few exceptions, never reach a stage at which reading is not an indispensable part of their daily course. With reading is associated spelling, though after some progress has been made both in reading and writing this is also taught by means of dictation, orthographical exercises, and set lessons.

In the writing schools reading and spelling are the only subjects

* Since the above was written my correspondent has found another grammar which, in his opinion, is the best suited for use in a school like his. It is the Progressive English Grammar, by Dalgleish (1867).

that seriously interfere with the main business, which consists of writing with arithmetic; the latter however being in a certain sense, as already explained, subordinated to writing.

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In the better schools the junior boys are constantly drilled in reading and spelling, but there is one class or more in which reading is no longer a daily exercise; and in the classical schools the number of boys no longer practising reading is of course greater than in any others.

Knowledge required from pupils on admission to schools.

It will be seen from the tables that pupils are admitted into some schools before they have learnt their alphabet, and into many as soon as they are able to read an easy book. The organization of the reading and other classes in any given school depends a good deal on the stringency with which an educational test before entrance is exacted. In proportion as a school aims at teaching higher subjects is the general instruction hindered by the presence of boys learning the elements; and where the number of such boys is relatively large, the school can only consist of few classes and is limited to the conditions of an inferior non-classical school. In most of such schools the normal number of classes is three, and the highest class scarcely advances beyond the essentials with grammar and geography.

Advantage of an entrance examination.

Even at schools where English alone is taught, the advantage of an entrance examination is very great, as may be seen from the instance of the Duke's School, Alnwick. Not only are the boys better prepared at an early age than they are at the Corporation School, but the educational range starting, so to speak, from a fixed and comparatively advanced inferior limit, the classification of the scholars is simplified and there is no mischievous diversity between the attainments of boys in the same class. This alone explains how it is possible for two masters to undertake successfully the whole general instruction of a hundred boys.

Disadvantage of teaching elementary work in classical schools.

In classical schools the desirability of a test before admission is proved by a reference to school No. 1 (Norfolk), the only private school which I have treated as classical. The amount of knowledge required from a boy on entrance at this school is much greater than in any other private school, although the juniors are regularly drilled in reading, spelling, and dictation. In the two chief private schools at Newcastle, it is true, no such knowledge is required for admission; but school No. 2 has a special preparatory department of its own, under the charge of a lady, and school No. 1, being a large school, is better able to absorb a certain number of beginners than a school of limited numbers. Even in this school I believe the master would not be sorry to exclude ill prepared and very young boys, were it not that the pressure of competition deters all private schoolmasters from a step which might weaken their connexion. This motive will always be sufficiently powerful to prevent the imposition of an entrance test in private schools, except where the demand for admission is so pressing that the schoolmaster can dictate his own terms. But in endowed classical schools, and especially when the numbers are under a hundred, it is essential to the interests of the higher education that some qualification for

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admission should be enforced. I have pointed this out in my separate report of King's Lynn Grammar School, and I will only add that a reference to ancient ordinances and deeds of endowment will show in many instances that this was a matter not overlooked by founders and others in former times.

Reading well taught by ladies. Girls read better than boys.

Reading is especially well taught by ladies; and, whatever may be the reason for it, girls in the mixed schools of Northumberland invariably read better than boys. There is more delicacy and modulation in their tone, and it is less marked by the prevailing burr of the district. This is probably due in part to a natural quality of voice rather than to any superior intelligence; but that very quality gives ladies an advantage in teaching young children to read. Thus, in school No. 2 (Northumberland) I noticed the reading of the junior boys as being decidedly better than the average, and in this school reading was taught by a lady. Still, as children learn to read by example not by precept, a great deal depends on the teacher's own ability to read well, whether the teacher be male or female. In school No. 5 (Northumberland) the master is an effective reader, and the boys accordingly read well. But decidedly the best reading in junior classes that I heard anywhere was at a private school in Yarmouth, kept by a certificated teacher.

As a rule boys do not read well. They are less at their ease than girls, and labour under a sort of *mauvaise honte* when examined in reading. In country schools the reading is sometimes actually bad, not so much from a want of intelligence on the part of the boys, as from the careless and perfunctory manner in which the lesson is got through and from the neglect of the teacher to correct faults of emphasis and pronunciation. Reading as an advanced elocutional exercise for senior classes is not taught. The subject is in fact treated only as instrumental for the acquirement of all other knowledge. How instrumental is variously interpreted. Mechanical teachers treat the reading lesson as a reading lesson and nothing more, unless a few questions in spelling arising out of the lesson are propounded; but some masters always ask questions on the subject matter, however simple, with the view of fixing the attention and arousing the general intelligence of a class, however young. The good effects of this latter system were always visible in the general school work. I noticed it especially in the case of a very sound but unpretending English school for the trading classes at North Shields.

In classical schools elements if taught at all should be taught by trained masters.

If elementary reading and spelling are to be retained in endowed grammar schools, and boys are to be admitted without any educational test, it is absolutely necessary to make provision in all cases for this teaching by appointing one or more certificated masters for the purpose. It is a waste both of money and of teaching power to employ university graduates in this kind of labour, especially as they are not so well qualified to perform it as the majority of trained masters are.

(*p*) *Writing.*

Origin of private writing academies.

In schools founded and endowed before the middle of the seventeenth century writing was seldom prescribed as a subject of

instruction. It is generally specified in the ordinances for schools founded since the commencement of the eighteenth century. Thus it would appear that a demand for more general instruction in writing sprang up after the foundation of a very large number of existing grammar schools, and though modifications were introduced into these schools from time to time with the view of promoting instruction in writing, yet private enterprise was already in the field, and writing schools, specially so called, have been and still are almost invariably conducted by private schoolmasters. The necessity for a more general instruction in writing than was required two centuries ago led to the establishment of academies intended to supplement the defects of grammar schools, and apparently for this reason the teaching of private schools afforded for the most part a marked contrast to that of the old foundations. Whereas the latter was directed to the promotion of general education, often interpreted, no doubt, in a narrow and limited sense, the former aimed at imparting a special training especially for commercial life.

Boy Schools, Norfolk and Northumberland.

Fifty years ago writing had assumed the importance of an art from the very effective manner in which it was treated at some private academies; but since the establishment of Government aid and inspection, I think it will be found that not so much attention is paid to what is called * ornamental writing, although it is still taught with much industry and success at some old fashioned schools.

Ornamental writing.

The specimens of penmanship treasured up and exhibited as proofs of successful instruction in this art are often very admirable. Merchants still are found to gauge the educational qualifications of clerks by this criterion, unless, as I rather think, the preference shown by them for writing school boys is to be ascribed to the general neatness and methodical habits which are unquestionably inculcated in schools of this description. It is certain that boys with no pretence to intellectual culture get on very well in business under this system of training; and by a curious though not unaccountable coincidence the masters of the two leading writing schools in Norwich and Newcastle respectively quoted instances of successful pupils as evidence of the efficiency of their system in almost identically the same language. "Why there are A. and B., "former pupils of mine. It was only the other day they were "taken into partnership. Each of them is now worth 800*l.* per "annum." I venture, however, to think that the demand for ornamental writing as a subject of instruction is on the decline, although it is still taught to some extent in Newcastle Grammar School. Even round and small text writing are giving way to running hand.

The time allowed in school hours to writing is necessarily very great, but it cannot be easily shortened in schools which prepare

Time devoted to writing.

* It must be admitted that ornamental writing subserves some of the purposes of free-hand drawing, as a subject of instruction. It certainly trains the eye and the hand to work together.

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boys for business or trade. In the classical schools the upper classes are of course exempted from instruction in writing, and lessons being prepared in a great measure out of school they have all their school hours free for purposes of general education. In the writing schools the time devoted to writing might be shortened, but then the distinctive character of the schools would be radically changed.

necessarily great.

Defective appliances for writing in cheap schools.

In inferior Northumberland schools the accommodation and appliances are not suited for any extensive practice in writing, and writing materials add to the expense; an important consideration in very cheap schools. In these schools the slate and the black board are in more frequent requisition than the copy book. Dictation exercises were in many instances a good test, not only of the neatness and intelligence of individual boys, but also of the amount of successful attention given to writing in any particular school. In this respect the writing in the Norfolk classical and semi-classical schools was better than in Northumberland. I have no doubt that if Northumberland schools could send in candidates for the local examinations they might be improved in this as in other more important points.

(*q*) *Music.*

I am not competent to form an opinion as to the teaching of music. In some schools, both in Northumberland and Norfolk but more especially in the latter county, individual boys learn to play the piano or some other instrument. At Framlingham College, Snettisham Grammar School, and at one or two private schools class singing is taught. But my impression is that little or no instruction is given in the theory of music.

(*r*) *Drawing.*

Northumberland.

At Newcastle the school of art practically supplies all the educational drawing taught at Newcastle and in the vicinity. At Morpeth Grammar School and at the Duke's School, Alnwick, sound instruction in drawing forms part of the regular course. But the subject is not generally taught in Northumberland schools.

Norfolk.

In Norwich and Yarmouth there are also schools of art, and the teachers give instruction in a few private schools. At Norwich Grammar School the two departments are under the charge of a single master, who teaches drawing according to the modern system. The subject is also generally taught, and to a large number of pupils, especially in the better class of endowed schools. Some of the best copies of free-hand drawing were at a private school in King's Lynn, where the master holds a certificate. Drawing, regarded as an accomplishment, is more frequently taught in ladies' schools than in boys' schools, but it is not much taught in either.

QUANTITY OF EDUCATIONAL MEANS.

Norfolk.

If the efforts of private and proprietary enterprise in Norfolk be taken into account, the amount of school buildings and the

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number of teachers, reckoned in the aggregate, would be found sufficient for the requirements of the community. In some places, as, for instance, at North Walsham and Swaffham, the buildings are in excess, and no due effect is produced. But the prepossession in favour of boarding schools renders the unequal distribution of school buildings in this part of the country less objectionable than it would be in Northumberland. The cases of endowed schools producing inadequate results will be noticed hereafter.

As a large majority of private schoolmasters in the county have withheld all information, I am not in a position to furnish statistics as to the numbers atteuding middle-class schools in Norfolk.

The following table will give an approximate estimate of the number of boys receiving the *best* education given in the three large towns:—

Name of Town.	Population.	No. of Schools.	Day Boys.	Boarders.	Total.
*Norwich - - -	75,500	5	310	115	425
Yarmouth - - -	30,000	3	120	45	165
Lynn - - -	16,300	2	55	35	90

The ten schools taken into account are all classical or semi-classical schools, where the proportion of boarders is generally large; but among them are included the Norwich commercial and the Yarmouth grammar and commercial schools, almost purely day schools.

Northumberland.

In Northumberland, the want of boarding schools makes it necessary that there should be a school room and a teacher in every place where a sufficient population is congregated together; but partly from social habits, and partly because all schools are day schools, a school for the poorer class is often sufficient for the wants of the middle class. Thus the educational machinery for the middle classes is in a great measure supplied by parish schools and Government grants.

If the school buildings and teachers intended expressly for the middle classes be alone taken into account, they are not sufficient for the wants of the community.

There is no excess of school buildings or teachers in any place, but there is an excess of endowment concentrated at Haydon Bridge, where the results as to quality of instruction are not equal to those

* The table gives the statistics for 1865. Since then the number of day boys at Norwich grammar school has risen from 20 to more than 40; and the number of day boys at the Yarmouth schools from 120 to 145. (1867.)

Boys' Schools, Norfolk and Northumberland.

produced by the smaller endowment at Rothbury, or by the unendowed Government schools at Wooler or Belford. In many places, school buildings are insufficient in accommodation, and teachers in number; but the defect in these two particulars cannot be exactly measured by the statistics of any other county; for people generally are less particular about their accommodation in Northumberland than they are elsewhere, and the practice of oral teaching economizes the staff of teachers.

So far as effects are produced by the existence of school buildings and of endowments for the support of teachers, it may be said *generally* that a sufficient number of boys are educated, but that the range and quality of the instruction are inadequate.

I have given elsewhere a detailed account of the middle-class schools actually existing in the several Northumberland towns (with Gateshead), and I shall therefore merely present a summary in a tabulated form, similar to that given for the large Norfolk towns:—

Name of Towns.	Population.	No. of Schools.	Boarders.	Day Boys.	Total.
Newcastle - - -	110,000	9	30	800	830
Gateshead - - -	30,000	4	4	140	144
North Shields and Tynemouth - - -	30,000	5	0	200	200
*Berwick - - -	10,000	3	0	165	165
Morpeth - - -	4,300	2	0	70	70
*Alnwick - - -	7,000	2	0	170	170
Hexham - - -	6,500	2	2	60	62
South Blyth and Cowpen	8,500	1	1	45	46

The 28 schools here taken into account comprise all above the grade of national schools, and include some which can scarcely pretend to that distinction. The list is, therefore, not so select as that given for the three large Norfolk towns, but on the other hand it is exhaustive. No middle-class school will be found in any of the towns named in the first column, the particulars of which have not been taken into account. In Norfolk I had not the same opportunities for obtaining complete information. The numbers (I need scarcely say) are approximate, but they are founded on the actual attendance at the time of my visit. In the case of mixed schools I have given only the number or approximate number of *boys* present.

Modern Extension and Improvement of Middle-class Education.

Norfolk.

New institutions.

Within the present century the Proprietary School at Saham Toney has been established, and the county of Norfolk likewise

* The Corporation Academy at Berwick and the Corporation and Duke's Schools at Alnwick contain many scholars (especially children of freemen) belonging to the labouring classes. This explains the comparatively large number of day boys attending middle-class schools in these towns. All the three schools just mentioned are in fact schools for all ranks.

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receives some * slight benefit from the foundation of the middle-class college at Framlingham. These two institutions have completely †succeeded so far; but it is premature to pronounce an opinion respecting Framlingham, which has not been opened two years. There is, however, every prospect of its becoming a most important and flourishing school.

An attempt to found a diocesan school at Aylsham, about 10 or 12 years ago failed. It was to be a middle class semi-classical school. Another attempt to set up a private boarding school of the same description in the same place and premises, though it failed for reasons not connected with education, proved by its temporary success that there is no lack of persons ready to pay 24*l.* per annum for the problematical advantages held out by school agents and advertisers. There are no existing private schools of sufficient importance to be regarded as new institutions spontaneously established for middle-class education. The commercial school at Norwich and the grammar and commercial school at Yarmouth, though in a certain sense new institutions, are more properly adaptations of old foundations to modern wants. They are day schools, while the colleges at Saham Toney and Framlingham are boarding schools; but all belong to the class of sound semi-classical schools, and their simultaneous establishment and success indicate the need there was for a good education intermediate to the grammar school course on the one hand and the Government school course on the other.

Modification of old institutions.

The grammar schools at Norwich and King's Lynn, while retaining in the main their old features, have been adapted more or less to modern wants by the authorized introduction of new subjects of instruction. The success of this operation has in the case of the Norwich school been eclipsed by the still greater success of the new commercial department; but both the grammar schools have practically been made more useful than before. At Holt the statutes framed by the governors and approved by the Bishop in 1858, have on the contrary revived the classical element; but modern subjects are retained, and the circumstances of the district as well as the financial prospects of the trust render it desirable to keep up the standard of education at the highest mark consistent with a sufficient attendance of scholars. Hingham school was in a very low state in 1856, and a scheme was sanctioned for adapting it to the wants of the place by the substitution of a commercial or semi-classical for the old classical education. A new scheme for the Thetford School, approved in 1860, is directed to the same object. In neither case has the success of the adaptation been very marked. The tendency of all modifications introduced in Feltwell and Scarning schools has been to stamp out every subject of instruction except the essentials. A futile attempt to remodel Walsingham school has not hitherto succeeded

* When I visited Framlingham College 20 boys out of a total of 310 had joined it from Norfolk schools.

† See however note on p. 366.

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in raising it to the level of a national school. Grimstone and Snettisham school have probably not been much changed by any of the regulations introduced since the beginning of the century. The same may be true of Wymondham School, but whereas it is now a useful institution, the schools at Grimstone and Snettisham are not.

At many private schools the arrangements for boarders have been improved so as to suit the modern notions of parents. The only adaptation to modern wants in the matter of education has been brought about by the institution of the local examinations, which have beneficially affected a limited number of private schools.

Northumberland.

In Northumberland the state of education has perhaps varied less during the last 50 years than in any other part of England. In the rural districts the old Scotch adventurers are disappearing before the certificated teachers; but the standard of education is about the same, having gained in form what it has sometimes lost in substance. The parish and mining schools, at which children of the middle class may still be found, are now more systematically taught, though the subjects of instruction are less varied. Government grants and inspectors have secured better school accommodation and appliances, and a good average class of painstaking teachers. Endowed parish schools, such as Rothbury and Haydon Bridge schools, have remained stationary, and are neither better nor worse than they were.

In the towns the tendency has been to lower the character of middle-class education. Newcastle and Berwick grammar schools are no longer what they were in former times.

New institution.

The chief spontaneous efforts made within the present century have produced the Proprietary School at Hexham, where the education is not of a very high character, and the largest private school in Newcastle, which has been and still is very successful.

Modification of old institutions.

The grammar school at Newcastle has been adapted to the modern wants of the community by a reduction of fees and a contraction of the studies, not so much in number as in range. As, however, the school is about to enter on a new career in accordance with the provisions of a scheme approved in 1858, it is possible that an attempt may be made to elevate it again into a classical school. Berwick School is now governed by a scheme sanctioned in 1863, which has enlarged the number of subjects of instruction by the introduction of English and commercial branches. This school is also likely to be influenced by a contemplated removal from the present premises, and it is impossible to forecast the results of this change. At present the adaptation to modern wants has produced an education sound in quality, but not in very great demand, if I may judge by the number of scholars. The same remarks apply to Morpeth school, which is now governed by a scheme approved in 1856.

The Duke's school at Alnwick, a school wholly supported by the Duke of Northumberland, was originally an elementary school attended by 200 boys. The number has lately been reduced to 100, and the education raised in character, though the subjects of instruction are confined to English. This change, though not popular in some quarters, seems to have been wise and beneficial. It is now a very good school of its class. Boys Schools, Norfolk and Northumberland.

The Corporation schools at Alnwick and Berwick are free to the children of freemen, and the general character of the instructions being commercial, they have always been well attended by scholars of both sexes. At Alnwick Latin is taught, and non-freemen's children are admitted on payment of fixed charges. New school buildings were erected in 1854, and since that time the school has been annually examined by a Government inspector; but in other respects the school retains the character of an old Scotch borough school.

The academy at Berwick is, on the contrary, strictly confined to freemen's children, and no Latin is taught, although French and German have been introduced of late years. The existence of this school will partly account for the small numbers at Berwick Grammar school, where Latin is an essential branch of study. Institutions more or less unchanged.

Hexham Grammar school is governed by a scheme of the Court of Chancery, approved in 1827, which legalized rather than effected the substitution of a commercial for a classical education.

In all three cases the institutions have unconsciously adapted themselves more or less to modern wants; but there has been no very distinct or direct effort in that direction, and although every change has been an improvement, none have been so important as to alter the general character of the schools.

Cost of Education.

I have already remarked that the cost of education for day boys in Northumberland is lower than in Norfolk; but the remark chiefly applies to the education given in semi-classical schools. No comparison can be instituted between the two counties in respect of classical education, because no such education is given in Northumberland, and in Norfolk all day boys studying classics are to be found in grammar schools, where the price is lowered by the aid of endowments. Again, to a labourer's child an elementary or non-classical course is quite as expensive in a Northumberland private school as it would be in a Northumberland or Norfolk Government school; but whereas several parents of the middle class take advantage of labourers' schools and school charges in Northumberland, persons of the same rank in Norfolk patronise class schools, and consequently pay a much higher price for the same educational article. In this instance the price of schooling is not *intrinsically* higher, but is raised by considerations of a social character. Day scholars.

Even the market price of a semi-classical education for day boys cannot be easily determined from the returns of private schools.

Boys' Schools, Norfolk and Northumberland.

For such an education is generally supposed to embrace Latin, French, and German, or some one or other of these languages, with elementary mathematics; but in practice the languages just enumerated are extras, and, compared with the general school work, they are expensive subjects. Accordingly they are by no means in general demand; and in Northumberland private schools the students dispensing with these subjects are relatively more numerous than in Norfolk. Judging from the private schools which have furnished data for a comparison on this point, I find that 181 and 116 are respectively the numbers per thousand of Latin and French students in Northumberland schools, where the study of these languages is optional; and that 425 and 442 are the corresponding figures in Norfolk schools. Thus one reason why the cost of education at a semi-classical school in Northumberland is practically cheaper than it is in Norfolk is partly because the education is limited to fewer subjects. The proprietary schools, however, in the two counties afford a better opportunity of investigating this question.

Cost for day scholars at Hexham and Saham proprietary schools compared.

At Hexham, 6*l.* 8*s.* per annum is the highest fee charged to any scholar. The pupil can learn French, German, Latin, and mathematics for this sum; but history and *drawing are not taught, and in order to make the school remunerative at this charge it is necessary to open it to girls as well as boys. At Saham College School, where the number of boys is about equal to that of the boys and girls together at Hexham, the subjects are in the main the same, except that German is not included in the list, while history and drawing are. The average price for day boys is about 7*l.* per annum, but it must be remembered that the school buildings have been given by the rector. The same consideration applies to Framlingham College, but in this instance there is a balance of receipts over expenditure, representing about 3½ per cent. on the outlay. The large number of scholars probably reduces the cost to each. It has been already stated that the estimated cost of a day-boy's education at Framlingham is 9*l.* per annum, and the school course includes every subject enumerated above. Moreover school books are supplied at cost price, an advantage not offered by private schools.

The prices charged at Northumberland boarding schools will be found higher than the prices at Norfolk schools, more especially when the accommodation provided is taken into account. The mere *totals* of pupils' bills convey no precise idea of the relative cheapness or dearness of different schools; but I have drawn up from the statistical returns forwarded by private schoolmasters a schedule of accounts with the items specified. A glance at the contents of each bill will suffice to show what is included and what is not, and will obviate the necessity for any lengthened examination into mere points of detail.

* Drawing, however, is an extra, for which two guineas per annum are charged.

School.	—	Highest Bill. £ s. d.	Average Bill. £ s. d.	Lowest Bill. £ s. d.
1	One year's Board and Education	42 0 0	36 15 0	31 10 0
	French 42*s.*, Drawing 42*s.*, Dancing 63*s.*	7 7 0	2 2 0	—
	Pens and Ink 5*s.*, Chemical Apparatus 10*s.*	0 15 0	—	0 10 0
	Pew at Church 8*s.*, Library 5*s.*, Books 2*l.* 15*s.* 8*d.*	3 8 8	1 13 0	1 0 0
	Washing 2*l.* 16*s.*, Clothes repaired 5*s.*, Hair Cutting 1*s.*	3 2 0	1 8 0	—
	Shoes repaired 13*s.*, Pocket Money 7*s.*, Exhibitions 2*s.* 2*d.*	1 2 2	0 10 0	—
	Excursions 10*s.*, Baths 1*s.* 4*d.*, Travelling Expenses 16*s.*	1 7 4	1 5 0	—
	Pomade 1*s.*	0 1 0	0 0 6	—
		59 3 2	43 13 6	33 0 0
2	One year's Board and Education	63 0 0	47 5 0	40 0 0
	Washing	—	—	—
	French	3 8 0	—	—
	Stationery	0 13 0	0 9 3	0 10 4
	Books	0 8 6	0 19 6	0 14 0
	Tailor	0 0 6	—	0 3 6½
	Shoes	0 3 6	—	0 10 8½
	Cash	1 11 0	0 3 4	0 5 2
	* In this case apparently 6*l.* was allowed for absence.	*69 4 6	48 17 1	42 3 9

School.	—	Highest Bill. £ s. d.	Average Bill. £ s. d.	Lowest Bill. £ s. d.
1	Terms	42 0 0	36 15 0	31 10 0
	Use of Books	1 0 0	1 0 0	1 0 0
	Drilling	1 1 0	1 1 0	1 1 0
	Laundress	2 2 0	2 2 0	2 2 0
		46 3 0	40 18 0	35 13 0
2	Board and Tuition	42 0 0	36 15 0	31 10 0
	Tuition in French	2 2 0	2 2 0	—
	" Pianoforte	4 4 0	—	—
	Books and Stationery	1 0 0	1 0 0	1 0 0
	Sitting at Church	0 10 0	0 10 0	0 10 0
	Laundress	6 6 0	6 6 0	—
	Drilling	0 10 0	0 10 0	—
		56 12 0	47 3 0	33 0 0
3	Board and Tuition	36 15 0	31 10 0	26 5 0
	Books and Stationery	1 2 10	1 5 0	1 0 3
	Drawing	8 4 5	—	—
	Music	4 13 0	—	—
	Drilling	0 3 0	0 3 0	0 3 0
	Laundress	2 2 0	—	—
	Pocket Money	0 8 9	—	—
	Parcels, Letters, and Train	1 11 0	—	—
	Tailor's Bill	0 17 0	0 6 3	—
	Shoemaker	0 14 10	0 14 3	1 0 0
	Hair Cutting	0 0 10	0 0 10	0 0 10
	Domestic Medicine	—	—	—
	Porter	2 2 0	1 1 0	0 10 6
	Lectures	0 4 2	0 3 8	0 4 8
		58 18 10	35 4 0	29 4 3
4	Board, &c.	26 5 0	26 5 0	26 5 0
	Latin and French	4 4 0	4 4 0	—
	Drawing	4 10 0	—	—
	Drill, Cricket, Bath, &c.	1 4 6	1 0 8	0 19 8
	Laundry Expenses	2 10 0	—	—
	Books and Stationery	1 19 2	1 18 2	1 3 6
	Personal Expenses	2 2 10	1 5 10	1 3 0
	Clothes and Repairs	3 2 5	0 6 0	0 8 3
	Surgeon	0 7 0	0 7 6	—
	Travelling and Pocket Money	0 19 3	—	—
		47 4 2	35 7 2	29 19 5
5	Board, Tuition, Books, and Stationery Extras, 1*l.* 8*s.*, 1*l.* 4*s.*, and 1*l.* respectively	29 8 0	25 4 0	21 0 0
6	Board and Tuition	26 5 0	21 0 0	18 18 0
	School Books, 8*s.* 6*d.*; Report, 6*d.*; Pens, Ink, Pencils, &c., 8*s.*	0 17 0	0 16 6	—
	Laundress	2 2 0	—	—
	Spending Money	0 10 0	—	—
	Book Boy 4*s.*, Hair Cutting 2*s.*, Firing 2*s.*	0 6 0	0 8 0	0 6 0
		30 0 0	22 4 6	19 4 0

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Considerations affecting the charges at different kinds of boarding schools.

In discussing the fair charge for boarders at private schools such as I have visited regard must be paid (1) to the age of the different boys, (2) to the quality of the education, (3) to the social character of the school. It is necessary also to define strictly what is charged for. The following table for boys of different ages, at schools of different social grades, and offering different courses of instruction is intended in the case of boarders to cover tuition, board, washing, and all household expenses, besides ordinary stationery, pens and ink, a seat in church or chapel, and the repair of clothes and linen if executed by a servant in the house. It represents, in my opinion, an *outside* scale of charges, and is framed after a consideration and comparison of the returns from Norfolk and Northumberland, and of information obtained on the spot.

The Framlingham school course is taken as the basis of instruction in schools No. II.

Tabulated estimate of charges for boarders and day boys.

In the classical schools the curriculum is supposed to be preparatory to a University training; in the day-schools German and drawing are not comprised among the subjects taught.

		Boys aged 15 and upwards.	Boys aged from 10 to 15.	Boys under 10 years of age.
No. I.				
Classical Schools	Day boys -	£20	£15	£8
	Boarders -	£65 to £70	£55 to £60	£45
No. II.				
Schools not classical, with a large number of boarders	Day boys -	- -	£10	£6
	Boarders -	- -	£50	£30
No. III.				
Day schools not classical, with but a few boarders	Day boys -	- -	£6	£4
	Boarders -	- -	£30	£25

The above division arranges the schools socially rather than educationally.

In the classical schools I estimate for the use of approved text-books and the assistance of some graduate masters. In the other schools both books and assistants are of a cheaper description.

In schools No. I. and No. II. the boarding and other domestic arrangements are assumed to be such as are now found in the best Norfolk schools of either class, and better than in schools No. III., where, for instance, pudding often precedes meat at dinner. These latter schools have a numerous attendance of day boys, on whom they chiefly depend. The great majority of the Northumberland schools belong to this class, but have no boarders.

CIRCUMSTANCES AFFECTING THE COST OF EDUCATION.

The prices above given are in practice much reduced by one or all of the following causes.

(1). Competition among schools of the same description.

(2). The saving on each boy where a *large* number are taught or boarded.

(3). The payments by way of salary from endowments, and the use of premises rent free.

Thus for instance, to illustrate the first and second of the above causes and their effects. The terms for boarders in Newcastle schools are at least as high as in Norfolk schools though the accommodation is much inferior. From which it may be inferred that if the boarding system once gained ground in Northumberland, the cheapening of the terms might gradually make it popular. This consideration induces me to look upon the scheme which I have suggested for utilizing the Haydon* Bridge Trust, by the establishment of a school similar to Framlingham, as not so chimerical as might be at first imagined.

The effect of numbers upon the terms charged for boarders is perhaps best seen by a comparison of schools No. 1 and No. 2 in the tables for Norfolk private schools introduced into my report. I should say that both the educational and social status, as well as the domestic arrangements of the first school, are better than those of the second, but the average bill is considerably less.

Again, at Framlingham the cost for Suffolk boys is estimated at 25*l.* per annum, and for other boys at 30*l.* There are 250 of the former and 60 of the latter class, giving an average of about 26*l.* per boy. It is true that each boy receives less individual attention than he would at a private boarding school, but the educational advantages are greater at Framlingham. At Saham Toney the average expense for each boarder, about 33*l.* per annum, is greater than at Framlingham, but less than at private schools, where the accommodation and instruction are of equal quality. Of course, both at Saham Toney and Framlingham, the comparative cheapness is in a great measure due to the free occupation of school premises.

The extent to which the aid of an endowment (including school buildings) will reduce the expenses of boarders cannot be determined by any general rule. I think the reduction is not so great as might be expected, for this reason, that the advantages furnished by an endowment are naturally concentrated in the first instance on the day boys. Local trustees must consider the interests of residents, but as these interests are in part forwarded by making a school attractive to boarders, a master is generally enabled to take them at a charge somewhat below the market price. The effect of an endowment rightly applied and directed is to lower the expense and raise the quality of education, and where one of these objects is pursued to the exclusion of the other the endowment fails; for if the standard of education be kept too high, day boys will not come in large numbers, and the school, if it continues to have scholars, will have a disproportionate amount of boarders from a distance;

* See below, p. 453.

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if the charge be put too low, the school becomes exclusively a day-school, and the education suffers in quality.

These remarks apply almost entirely to Norfolk. In Northumberland the case is different. The price of education for day boys is cheap, because the schools attended by the poor enter largely and directly into competition with middle-class schools. In the one particular in which no such competition exists, I mean the boarding department, prices are higher than in Norfolk, where the competition is severe.

Willingness and Ability of Parents to Pay the Cost of a Suitable Education.

Northumberland.

To a Northumberland farmer or tradesman the cost of education is not unfrequently identically the same as that which a hind or mechanic is ready or compelled to bear. That such persons are able to defray the cost is evident enough; whether the education is a suitable one is another question. It is, however, the education in demand, nor is it possible to force a better quality on an unwilling body of customers.

At Newcastle Grammar School the education is no doubt good, but it is also cheap; and its cheapness, combined with its quality, has certainly made it attractive. In the other towns of Northumberland and in Gateshead the number of boys attending schools where something beyond English is taught and *paid for* is not large; and it would thus appear that parents generally in these towns are either unable or unwilling to pay for anything beyond the preliminary and mechanical subjects, reading, writing, ciphering, grammar, and geography.

In the rural districts the cost of the actual education given is lower even than in the towns; in some places, as at Rothbury, Haydon Bridge, and Stamfordham, the education is free. I am given to understand that farmers and other persons of the middle class enjoying the benefits of these charities would strongly object to pay the true cost of a suitable education, and that in some instances they would find it difficult to do so. One thing, however, seems certain, viz.:—that endowments such as those of Rothbury and Haydon Bridge are, so far as the middle class is concerned, worse than useless when they are applied to the provision of a free education. The education they encourage must be confined to those subjects which alone are required for the children of the poor; and even supposing it desirable that it should be free to *them*, the free schools, so long as they are frequented by all classes alike, tend both directly and indirectly to check the improvement of education among the classes above the grade of hinds and labourers: directly, because they tempt parents to avail themselves of the inferior gratuitous education which is at their doors; indirectly, because they encourage apathy in parents and irregularity of attendance in scholars. At the same time the social equality observable in these schools is a very pleasing feature, and is not

essentially prejudicial to the interests of education. On the contrary, it keeps those interests distinct from other considerations, which in Norfolk boarding schools have been made the pretext or the means of debasing the education of the farming class. Still, there is every indication that the disregard of class distinctions characteristic of Northumberland schools will sooner or later disappear, as it has disappeared in Norfolk, where it is only in Marshland and along the north coast, in a part of the county (extending from Hunstanton to Cromer), which has been least affected by modern notions, that boys belonging to the middle class will be found at the same school with the children of the poor.

Norfolk.

In Norfolk, as I have had occasion to observe in many parts of my report, the price nominally paid for the education of boys in every grade of the middle class is really paid for some other consideration beyond mere instruction. The true cost price of the formal instruction given in many private schools may be calculated by the cost price of a similar or superior education supplied by most Government schools. The difference between this sum and that actually paid represents the money value of what may be briefly called the social status of the school. This includes not merely its relatively exclusive character, but also certain advantages of a more material and substantial character, chiefly connected with the boarding and domestic arrangements. As the price of the inferior education given is intrinsically low, books being cheap and assistants incompetent and ill paid, so the cost of the boarding department is lessened by the keenness of competition and by what is vulgarly called "the reduction on taking a quantity." In obedience to this latter principle, two or more brothers in a family are generally taken at a reduced charge; and I am even informed (but I cannot say with what truth) that farmers arrange together beforehand to send their sons to the same school provided they are taken on lower terms. In former times a system of bartering between schoolmasters and their customers is said to have been extensively practised in Norfolk, but I do not think that there are many instances of this traffic in the modern schools. A farmer, however, will in general look very carefully at the question of expense before he selects a school for his son, and if he finds that the terms are too high for him at one school, he will not be deterred from applying at another merely by the consideration that the quality of education is inferior.

Many farmers in Norfolk are in easy and even in affluent circumstances, and they, as well as the chief tradespeople in the large towns, are represented to me as being not unwilling to pay even handsomely for the teaching of their daughters. To this object their sons' education is often sacrificed, and the reason is not unintelligible. Their boys require nothing but what is necessary to start them in business: their girls require all this and certain expensive accomplishments besides. It may interfere with a boy's prospects if he has evinced a taste or ability for a classical education; it may lead to an extension of his school course and even to an expensive pro-

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fessional education, which when completed leaves him still more dependent on his father's purse than he would have been if he had gone early into trade. But accomplishments in a girl are marketable commodities which may very likely produce an adequate return on the outlay incurred upon them. At all events it seems certain that farmers' daughters receive their finishing education at schools of a relatively better description than those which their brothers attend immediately before commencing business.

True price of a suitable education not beyond the means of most middle-class parents.

It would thus appear that many Norfolk farmers are well able to pay the cost of a suitable education, nor indeed do I know of any class more favourably circumstanced than they are, when their worldly means and the quality of education deemed sufficient for their sons are taken into account.

Poor farmers and small tradespeople an exceptional case in Norfolk, not in Northumberland.

The poorer farmers, not a very large class, and the tradespeople in county towns, stand more in need of assistance, unless indeed they can be induced, as in Northumberland, to avail themselves of good British or national schools. Day schools of a satisfactory kind cannot be established exclusively for these classes, except where a sufficiently large population is congregated. Boarding schools such as Saham Toney and Framlingham schools are beyond their means, and besides they could not accommodate more than sixty or seventy Norfolk boys altogether. Whether by a concentration of charities and by the formation of a general exhibition fund, with preference for boys of favoured districts, something might not be done for this class, is a subject well worthy the consideration of a permanent commission, should such a body ever exist, but is practically incapable of settlement by any commission whose powers are temporary and limited.

Cost of education in the three large towns of Norfolk.

In the three large towns resident parents are now favourably situated. At Norwich Grammar School a sound classical course is offered for ten guineas; while the commercial department places a good general education within the reach of parents able to pay three or four guineas per annum, exclusive of the price of books and stationery. But Norwich contains a large number of poor tradespeople, and the figure must be kept sufficiently low to admit all of them to a share in the advantages of the school. At Yarmouth 6*l.* and 8*l.* are the terms for resident boys attending another excellent school, the grammar and commercial school. The numbers may be expected to increase if the accommodation be enlarged, and with increased numbers a reduction of charges may be possible; but it can hardly be said that the education is too dear, and I am informed that most tradespeople are glad to pay the price charged. At Lynn, the education given at the grammar school is very similar in character to that given at the Yarmouth school. The fee is 10 guineas per annum, but the master has voluntarily reduced it to 8 guineas for boys under 10 years of age. A reference to my separate report will explain my views on the subject of this school to which my attention has been particularly directed. I will therefore briefly repeat that a graduated scale of charges rising from six to ten guineas, seems to me the best arrangement for increasing the number of day scholars without lowering the standard

of education. Such a scale would place a good general education within reach of most parents interested in the foundation.

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The case of clergymen and poor professional men, who naturally desire for their children a more expensive education than they can well afford to give them, seems to deserve special attention. In Northumberland these persons are almost entirely unprovided for. They have the wisdom in some places to send their sons at an early age to the Government schools in their districts; but when the boys have outgrown the teaching of these elementary schools, there are very few schools in Northumberland in which they can get a sound education at any price at all. I believe there is no county in England where so few boys of this class are to be found in local schools. Two private schools in Newcastle, containing about 300 boys, are attended (but by no means exclusively) by scholars of this rank in life. Morpeth and Berwick grammar schools have some, and possibly the grammar and proprietary schools at Hexham may count a few. But a complete course of instruction such as well-educated men require for their boys no less urgently than their wealthier neighbours do, is not to be got in the county; and Durham, Rossall, and Liverpool are the nearest places where it can be obtained at a reasonable price. This class of persons is at a great disadvantage in Northumberland, but although help is needed it is not easy to see how it can be afforded.

Special case of poor clergymen and professional men. Northumberland.

In Norfolk, on the contrary, there are certain schools which are extremely useful to clergymen and professional men. They are the grammar schools at Norwich, King's Lynn, and Holt, and the frontier schools of Bungay and Beccles. The better educated and more enlightened gentlemen resident in the county concur in the opinion that such schools as these, so long as they have a fair number of scholars, ought not to be converted into cheap day-schools for the trading community alone. It must be admitted that many persons of the class in question place a high value on sound education, and make great sacrifices of comfort and convenience in order to ensure its advantages to their children, and more especially to their sons. They do not profess that cynical contempt for advanced studies which is now widely prevalent among the moneyed, manufacturing, farming, and trading classes; and though not free from a peculiar social pride of their own it does not incline them to reject, as merchants and tradespeople will, the educational aids which both are, and are called charities. The ardour of this class in furthering the educational interests of their families is of advantage to the general public, who without feeling the same enthusiasm share in the benefits which result from it. If it were once repressed by the extinction of schools specially favourable to poor professional men, or by their conversion into semi-classical establishments, the standard of education in Norfolk would sink to a lower level, and the whole system of teaching would be confined to mechanical processes applicable to the imparting of the elements, or at best to instructive rather than logical

Norfolk.

Educational endowments should not be monopolized by semi-classical schools.

Boys' Schools, Norfolk and Northumberland.

methods, such as must be adopted in schools where the boys leave for business at 16 years of age.

Such inferior, but useful, semi-classical schools have certainly much to recommend them to a superficial observer. They can accommodate large numbers, and teach them efficiently up to a certain mark at a very cheap rate. The best of them require but a small endowment, or none, if once buildings be provided. No standard works or expensive lexicons are in use; and the persons best qualified to teach can be got for a comparatively small salary. Classical schools, on the contrary, are expensive, and seem to be doing little for the sums they cost. The numbers are small, and even the teaching, especially if tested orally, appears inferior; for the standard at which it aims being much higher than in semi-classical schools, defects and shortcomings are more apparent. The object of the training being to make boys *think*, the pupils under examination seem to an ignorant listener to be slow and ill-trained, just in proportion as a judicious examiner adapts his processes to the testing of their higher faculties. And thus a general opinion prevails in many quarters that these schools are useless and out of date.

I think it the more incumbent on me to say that I do not share this opinion, because I have had an opportunity of comparing the two very different systems of education in Norfolk and Northumberland. My satisfaction with much that I saw at Newcastle Grammar School has been more than once recorded in my report, and I do not think that the oral system can be carried to much greater perfection than it is there. But no enlightened professional man would think of sending his son to that school, or to any school of that description, if he wished to give him all the chances and advantages which are supposed to accompany a first-rate education. Even the Norwich Commercial School, which I have also commended as being in some important respects better than the Newcastle Grammar School, could not advance a boy after the age of 10 or 11 one step forward towards an honour degree at Oxford or Cambridge. It is only at the grammar schools, like Norwich, Beccles, Lynn, and Holt schools that a future University student could with safety be left till he was 16 or 17; and, in their present condition, I regard even these schools (not excepting Norwich school) as better adapted for training schools, from which boys of very remarkable promise should always be transplanted at the age of 15 or 16, and sent to the more successful public schools. Some day or other Holt and Norwich schools may aspire to a more distinguished rank, and occupy a position such as Shrewsbury, Marlborough, or Cheltenham now hold. In the meantime their students will not gain the highest prizes or rewards at the Universities, and the schools are better employed in less ambitious work. Nor should they disdain to send in candidates for the local examinations, as the equally famous foundation schools at Ipswich and Bury have done.

Superiority of education given at classical schools.

ENDOWMENTS.

ENDOWED SCHOOLS in which the Middle Classes have at present, or have once had, an interest.

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Norfolk (with Beccles and Bungay Grammar Schools).

Names of Schools.	Net Income in Money from Endowment.	Buildings, &c. belonging to the Trust.	General Remarks.
	£		
Norwich School. (King Edward the Sixth.)	1,000	*Grammar Department* (Freehold). Large school-room, with gallery and crypt; the former being the only class-room, so to speak, the latter serving as a gymnasium. Small playground adjacent. Head master's house capable of receiving 50 boarders. (Leasehold) Under master's house.—*Commercial Department* (leasehold). Excellent school room, with three class-rooms. Enclosed space for playground. Head master's house not adapted for boarders.	This foundation is practically divided into two separate and independent schools, managed by the same trustees, and supported out of a common fund. About two-thirds of the net income is applied to the purposes of the Grammar Department.
Norwich. (Norman's School.)	610	A modern school-room and teacher's residence of the ordinary National school type. (Leasehold.)	This is a trust in which a limited number of families is interested. The greater part of the income is expended on douceurs to parents and premiums and gratuities to scholars. The school is not at present a middle-class school.
Holt Grammar School.	550	School-room and class-room, playground and cricket field. Master's house capable of accommodating 20 boarders.	The trust is at present in debt to the Fishmongers' Company; but in course of time this will be cleared off, and 30 or 40 years hence the income will be very large (probably not much less than 2,500*l.* per annum).
North Walsham	270	School-room with playground. Master's house suitable for 35 or 40 boarders.	This trust also possesses the advowson of a small benefice. Part of the endowment is allowed to accumulate.
Thetford	250	School-room, with class-room not in use. Two masters' houses affording accommodation for a limited number of boarders. Playground attached to the head master's house.	By the new scheme the salaries of the head master and usher may amount to 400*l.* per annum. There are other objects connected with the trust.
Beccles	185	No buildings or property of any kind, except the rents from land.	
Hingham	178	School-room, with class-room and playground. Master's house suitable for 20 or 25 boarders.	12*l.* 10*s.* per annum paid out of the trust to the National school.
Little Walsingham.	150	No buildings of any kind	Part of the endowment is accumulated.
Bungay	75	School-room and master's house, with small playground. Accommodation for 10 or 12 boarders.	
King's Lynn	75	School-room and enclosed playground. Head master's house capable of receiving 40 boarders.	It is disputed whether or no the school has any property of its own. The Corporation allow the free use of a cricket field, and pay the current expenses of the school, in addition to the master's salary of 75*l.*
Feltwell	? 70	Good modern school-rooms for boys and girls, with teachers' residences, all of the National school type.	The schools are entirely used by the poor.
Snettisham	70	School-room and master's house, with accommodation for 30 boarders.	There is a mortgage on the trust estate, to be repaid within 20 years from the date of borrowing.
Wymondham	60	No school-room. (*Vide* Separate Report.) Master's house, for 30 boarders, and playground.	Conjoint trust. Repairs borne by the trust, in addition to the master's salary of 60*l.*

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Names of Schools.	Net Income in Money from Endowment.	Buildings, &c., belonging to the Trust.	General Remarks.
	£		
Grimston -	60	School premises. Master's house capable of receiving 10 boarders. Four acres of land, the rent of which is received direct by the Master and not included in the 40*l.*	The premises occupied by the master are for the exclusive use of the school. The money endowment comes from another (conjoint) trust. By the deed of trust the sum is fixed at 20*l.* per annum, but the Trustees allow 40*l.*, besides 20*l.*, a pension to a former master.
Harleston -	80	No buildings - - -	The payment from Emanuel College is appropriated to the National school.
Swaffham (Hamond's School).	22	Residence containing school room and accommodation for twenty boarders.	This school was founded as a free school for the poor, and is used as a pay school for day scholars, sons of local tradesmen.
? Great Massingham.	20	No buildings - - -	The rent charge is paid to the National school.
Aylsham - -	10	No buildings - - -	Rentcharge paid to the National school (*vide* Special Report).
Cromer - -	10	No buildings - - -	The Goldsmiths' Company have erected a schoolroom; which, however, is vested in themselves. They also allow a gratuity of 12*l.* per annum to the master, revocable at their pleasure.
Attleburgh -	20	No buildings - - -	The endowment was intended for, and is applied to, the education of the poor.
Yarmouth -	There is no endowment secured to the Grammar and Commercial school, but the balance of expenditure over receipts is defrayed out of the property formerly applied to the support of the Children's Hospital, a school for the poor. The yearly deficiency is about 350*l.* per annum.		
Scarning -	200	School-room and master's house adapted for National school purposes.	This school, founded for all classes, is practically now a parish school. A large portion of the income, about 80*l.*, is accumulated to provide, among other things, for the admission fines of trustees, part of the lands being copyhold.
Walpole St. Peter.	130	School room - - -	This is a parish school attended by children of both sexes, among whom are some farmers' sons. It was not founded exclusively for the poor.

In Norfolk the larger endowments have been chiefly of advantage to boys requiring some better instruction than that supplied at private commercial academies. These boys are for the most part the sons of the lesser gentry, of resident clergymen, and other professional persons; but the establishment of the commercial department of King Edward's School, Norwich, in 1862 extended the advantages of that endowment to the sons of tradesmen settled in the town.

Norman's School is an exceptional institution. Under the terms of the founder's will its advantages are enjoyed by a limited number of families.* Sixty or seventy boys receive gratuitously a good National School education, and the foundationers and their parents, are entitled to certain money payments. The foundationers are about thirty in number.

Endowed schools producing inadequate results.

The following schools in Norfolk are producing unsatisfactory results; nor is there any reasonable prospect of their ever becoming permanently useful institutions in their present form:—

* This school being scarcely a public school, I shall not include it among the rest, when I come to offer suggestions for the better application of their funds. But, as I have remarked in my special report, the existence of the grammar and commercial departments of King Edward's School in Norwich presents an opportunity of giving a superior course of instruction to some at least of the more promising scholars. The amount of the endowment and the intentions of the founder would justify this.

North Walsham,	Little Walsingham,
Thetford,	Snettisham.
Hingham,	Grimston.

All except Thetford School are managed by trustees belonging exclusively to the class of gentry and clergy.

The failure of the schools cannot be ascribed to the ignorance or incompetence of the trustees. This class, however, is apt to be neglectful and indifferent, especially in the administration of small unsuccessful foundations.

Except at Grimston, where the master is nominated by Lord Cholmondeley and licensed by the Bishop of Norwich, the appointment of the master is vested in the trustees. I think there is no possible objection to this arrangement.

In the case of North Walsham and Grimston Schools the power of removing the master is limited, and this has not been for the advantage of the schools.

There is no necessary limitation of studies except at North Walsham, where the master is bound to teach Latin to certain boys gratuitously. As he fixes his own charges for Greek and other subjects, the limitation practically is illusory. It affords a good illustration of the mode in which antique regulations for gratuitous teaching can be evaded; for the general school fees at North Walsham are almost as high as at any endowed school in the county.

No system of inspection probably would have saved these schools from decay without reducing them to the *acknowledged* level of National and British Schools. Thetford and Hingham have sent in boys for the Cambridge Local Examinations, and yet the numbers are small and the standard of education only moderate.

In proportion to the number of scholars the remuneration of the masters and the teaching power are adequately provided for.

Locality of the schools unsuitable.

What, then, is the cause of failure, or comparative failure, in these schools? I believe the answer to be that they are out of place in their present localities.

At North Walsham, Little Walsingham, and Grimston the masters are competent to teach all that the schools profess to offer; but either they take no trouble to attract pupils, or pupils cannot be induced to come.

Little Walsingham and Grimston.

It must be admitted that they do not belong to the bustling advertising class of schoolmasters; but, at the same time, no display of energy on the part of the master could possibly bring scholars from a distance to Little Walsingham or Grimston. The subjects of instruction in these schools are unquestionably taught with more success at the parish schools for the poor; and the endowments and other pecuniary advantages of the old foundation schools are at present simply thrown away.

North Walsham.

At North Walsham an active enterprising master might have prolonged the vitality of the school, owing to the extensive accommodation for boarders. It must, however, have continued to be a school at which the subjects taught were

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precisely those not wanted by the inhabitants of the favoured district; in other words, a boarding school of the classical type, the advantages of which are monopolized by the professional classes, not only in the county, but throughout the kingdom. The establishment of Norwich Grammar School on a new footing since the operation of the new scheme, and the proximity of Holt School, a better endowed foundation, supplying the same course of instruction, are sufficient reasons for dissolving the school at North Walsham, and appropriating its funds to some useful educational object.

Snettisham.

The case of Snettisham School is somewhat different. It attracts scholars, but provides a very inferior quality of education. The master having a stipend from the endowment and the free use of convenient premises can compete successfully with the proprietors of farmers' boarding schools. Parents who care nothing about the quality of their children's instruction would cease to patronize the school if the improvement in teaching necessitated any abatement of the comforts and attractions of the boarding house. My own impression is that the numbers would not be increased by raising the standard of education in the school, and that the best thing to be done with the school property is to set aside a certain annual amount in aid of the National schools, and to convert the residue into exhibitions, tenable at King's Lynn Grammar School. If the school is retained in its present form, it should be subjected at once to Government inspection.

Thetford and Hingham.

At Thetford and Hingham Schools the education is superior to that supplied at Snettisham, but the numbers are smaller, although not so low as at North Walsham, Walsingham, and Grimston. The presence of a very able and skilful master might occasionally resuscitate such schools as these; but the discovery of such a person is due to lucky accident, and cannot be secured by the most careful and painstaking search. If the property of these schools were to be treated in the same manner as I have suggested above in the case of Snettisham School, the average amount of beneficial result produced would be far greater than at present.

Suggestions for utilizing the above endowments.

In short, I believe that it would be for the advantage of education in the districts themselves, and throughout the county, if the six schools above specified were dissolved, and their property appropriated in the manner suggested, viz.: a portion, to be determined in each instance by the wants of the district, paid in aid of the parish schools, and the residue converted into exhibitions tenable at some superior classical or semi-classical school.

A scheme of this kind always presents a balance of advantages and disadvantages; but in the instances just enumerated the advantages greatly preponderate. A few resident scholars would be deprived of the opportunity of obtaining an inferior or very moderate education at little expense to their parents; but these would be just the boys provided for by the exhibitions, and parents would be more attentive to the early education of their children when the exhibitions were assigned on the ground of mental attainment. It must also be remembered that the numbers at

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such schools as these are never very large, and are constantly fluctuating: a circumstance which renders the permanent establishment much more expensive than is justified by its educational results. On the other hand, schools like the Norwich Commercial School and the College at Framlingham are the most economical of their class. Their numbers will be large, and not liable to variation; and the incompetence of a master will be so easily exposed that public opinion will secure his immediate removal.

Suggestions respecting other endowed schools.

Having expressed an opinion in favour of the dissolution of the six schools above mentioned, I will venture to make some remarks respecting the other endowed schools in the district. Norwich, Holt, and King's Lynn Schools should remain, certainly for the present, as the three chief classical schools of Norfolk.

Wymondham school is decidedly a useful institution, and the town is sufficiently populous to justify its retention in its present form.

Feltwell, Scarning, and Walpole St. Peter trusts should be required to devote a certain portion of their income to the establishment of exhibitions tenable at the better county schools.

If the lands forming the original endowment of Aylsham School should be recovered from the Norwich Great Hospital trustees, the surplus, after the allotment of a fair sum to the National School, should be applied in the same way.

There may be other schools, such as Shipdham, Roughton, and others, now appropriated exclusively to the poor, which might be made to furnish funds for similar exhibitions for the more advanced education of boys of promise.

The endowments of Great Massingham and Attleburgh are now employed in the most useful manner.

Cromer School should be left to the discretion of the Goldsmiths' Company, who have provided liberally for its maintenance. But I venture to suggest that a small capitation fee might be imposed on some of the boys attending the school.

Harleston endowment is peculiar; the payment from *Emmanuel College appears to be a gratuity, which could not legally be enforced.

It is difficult to say what should be done with Hamond's gift at Swaffham, and the difficulty is increased by the circumstance that the house, which is large and tolerably convenient, does not legally belong to the charity. At present the benefaction is of no use whatever to the poor, for whom it was intended, whereas it is of some slight use to the tradesmen of the town. Strictly speaking, the proper application of the income derivable from the property would be by way of subsidy to the national schools, which are well attended by children of all denominations. But this would produce no local benefit, its only result being to

* It appears certain that the college is no longer in receipt of the annuity granted by Archbishop Sancroft, but it may be a question whether it has not received in former times an equivalent lump sum in lieu of the annuity.

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diminish the grant from Government. An exhibition or two, tenable by a national school scholar at Framlingham or Saham Toney, or some similar school, might perhaps afford the best means of utilizing, without misappropriating, the endowment.

With regard to Beccles and Bungay schools I may observe that at first an amalgamation seemed to me most desirable, if it could be effected; but on visiting and examining the schools I found them in good working order, and they both belong to the class of small grammar schools in county towns, which should not be interfered with so long as they produce useful results. Since my visit to Bungay the mastership has become vacant, and the patrons have found great difficulty in obtaining the services of a competent successor. It may, therefore, be desirable to consolidate the two foundations. There is a railway between the two towns, and day scholars from one town could easily attend school at the other. The simplest arrangement would certainly be to establish the school at Bungay, where there are school buildings and a master's residence belonging to the foundation; whereas at Beccles there are neither school premises nor master's house. The endowment of Beccles School might then be formed into exhibitions, tenable by Beccles boys at Bungay School. But *at present* it would be a mistake to meddle with so useful an establishment as Beccles Grammar School.

Exhibitions.

Exhibitions tenable at particular colleges.

The following exhibitions are attached to Norfolk schools. One of 24*l.*, with rooms, tenable for four years at Corpus Christi College, Cambridge, by a boy educated for two years preceding his election at Norwich or Aylsham school. One of 18*l.*, with rooms, also tenable for four years at the same college, by a boy educated for two years preceding his nomination at Norwich, Wymondham, or Aylsham school.

As Aylsham school is a national school it can receive no advantage from these exhibitions. Practically Wymondham school is much in the same position, for it does not prepare students for the universities. It claims, however, two other exhibitions of 5*l.* each, tenable till B.A. degree at the above-mentioned college.

King's Lynn Grammar School possesses a right to some small exhibitions, which however are very rarely claimed by its scholars. They are the following:—two of 5*l.* 10*s.* each, tenable at Emmanuel College, Cambridge; one of 6*l.*, tenable at St. John's College, Cambridge; one of 3*l.* 8*s.* 8*d.*, tenable at Trinity College, Cambridge; and two of 2*l.* each, tenable (one for seven years) at any college in Cambridge.

It is very desirable that these should be consolidated. To take the instance of the Trinity exhibition. No applicant has presented himself for many years, and the accumulations at present amount to about 100*l.* The regulations are such that an

exhibitioner might come and take the whole of this sum, and then leave the university after a single term's residence.

The trustees of Norman's school are empowered to send one boy out of every fifteen to the university of Cambridge; such boy to be admitted as a sizar, and to receive 30*l.* per annum during six years.

Exhibitions provided out of school endowments.

The trustees say that only one boy was ever so sent, and that was in 1779. The Charity Commissioners, however, report that an exhibitioner was sent in 1742.

The Fishmongers' Company have founded, out of the endowment of Holt school, one exhibition of 20*l.*, tenable for four years at any university. It is restricted to foundationers.

By the scheme sanctioned for King Edward's School, Norwich, three exhibitions, of not less than 30*l.* and not more than 50*l.* each, may be assigned out of the endowment to scholars in the grammar department. The exhibitions may be held at Oxford, Cambridge, London, or Dublin Universities, or at any place of military, legal, or medical education, provided the consent of the governors be first obtained.

Exhibitions or premiums tenable at schools.

By the same scheme three exhibitions of from 15*l.* to 25*l.* each may be awarded to boys in the commercial department who may wish for instruction in the grammar department. No exhibition of this latter kind has been hitherto awarded.

A somewhat similar provision is made by the regulations of the scheme for Hingham school. Free instruction at the endowed school may be given to not more than three boys, to be selected from the national school for merit only, and not as a matter of patronage. No boys have ever received the benefit of this provision.

Bungay school. Exhibitions at Emmanuel College, Cambridge.

In pursuance of a covenant made by the founder of Bungay school with Emmanuel College, a yearly rent-charge is paid to the college upon condition of its granting certain weekly allowances, with rooms, to scholars from Bungay school. The number of scholars entitled to claim these privileges appears to have been successively reduced from ten to four, and from four to two. The college still receives 10*l.* per annum in accordance with the covenant, but no Bungay boy has enjoyed the corresponding advantages for about 40 years. The college authorities deem it "very desirable that some arrangement should be made by which "this small annual charge should be applied to the profit of the "school."

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Northumberland with Gateshead

ENDOWED SCHOOLS in which the Middle Classes have at present, or have had, an interest.

Names of Schools.	Net Income in Money.	Buildings, &c., belonging to the Trust.	General Remarks.
	£		
Haydon Bridge	550	Four school-rooms, with houses for head master, two ushers, and school-mistress. Head master's house will be adapted for about 20 boarders.	A conjoint trust. The head master is required to undertake certain clerical services. I venture to think that the income of the charity will be larger in future, considerable sums having been lately spent on farm buildings. The school is a parish school.
Morpeth - -	300	School-room and class-room. Playground. Master's house with accommodation for 12 boarders.	There is some uncertainty respecting the school property, a large portion of which is the subject of a lawsuit. If the result be favourable, the income of the trust will be considerably above 300*l.* after a few years.
Stamfordham -	160	School-master's residence and garden. No sch. house.	The school is a parish school.
Newcastle -	105	No buildings; but the Corporation allow the use of a house for school purposes.	*Vide* Special Report. At present the Corporation allow the use of a house for the purposes of the school. But it is intended to put the provisions of 9 & 10 Vict. c. 42, into immediate operation. The school will then be provided with buildings. There will be houses for the head master and undermaster (the former affording accommodation for 20 boarders), and an endowment of 440*l.* per annum, for salaries, exhibitions, prizes, &c.
Berwick - -	85	School-room and small playground. Master's house, no accommodation for boarders.	*A proposed removal of the school premises to a more favourable site may give the master an opportunity of receiving boarders into his house.
Allendale -	55	Playground - - - -	The income is subject to a reduction for fines on admission to copyholds. There is no school-room belonging to the trust. (*Vide* Special Report.) The school is a parish school.
Rothbury -	26	School-room. Master's residence and garden.	Conjoint trust. Out of the trust 160*l.* per annum are paid in salaries to the master and usher, although the sum legally assigned to educational purposes is only 26*l.* The school is a parish school.
Hexham - -	21	School-room. Master's house with accommodation for 8 or 10 boarders, and garden.	
Alnwick - -	15	No buildings - - -	This small money endowment is received by the Corporation, who apply it towards the expenses of their own school. (*Vide* Special Report.)
Gateshead -	12	School-room over the church vestry.	

In Northumberland the endowed schools of Haydon Bridge, Stamfordham, Allendale, and Rothbury are of pecuniary advantage to the poor and lower middle classes.

At Newcastle the trading population derives the chief benefit from the Corporation's allowances, which since the passing of the Municipal Reform Act have constituted the Grammar School endowment.

At Morpeth and Berwick, on the contrary, the trading classes are rather discouraged from availing themselves of the endowed schools. In both these schools Latin is still the prominent subject of instruction, although other subjects have been introduced; and at Berwick Grammar School the fee is higher than the market price of a commercial education. Accordingly, a parent who thinks Latin useless will not give 6*l.* or 8*l.* per annum in order that his son may

* This removal has now been effected (1867).

learn that language, when for a less sum he can get an education which he likes all the better because Latin forms no part of it. Hence the recipients of the advantages arising from these endowed schools are persons (generally of no large means) who do not deem any education complete without some sound knowledge of the Latin language. Although the present numbers at the schools are not large, there are special circumstances affecting both of them, which render it likely that this is due to temporary causes. The experiment of fostering a classical education should not, therefore, be lightly abandoned; for if once the character of the education be lowered, there will scarcely be found in future at any Northumberland endowed school a single scholar more than 15 years of age.

Suggestions for utilizing the educational endowments in Northumberland.

In Northumberland, owing to the prevalence of the day-school system, there is no occasion for a concentration of endowments. But it is desirable to effect some modification in those schools where gratuitous instruction has been found to affect the character of the teaching and the utility of the schools.

At Allendale, Stamfordham, and Haydon Bridge Schools it is thought possible, as well as desirable, to abolish free instruction. At Rothbury, where the education is decidedly better, and the feeling against capitation fees stronger, it may be as well to make no change for the present, although a new scheme is necessary to determine the proportionate amount of income to be assigned to educational and general purposes.

The institution of school fees at *Allendale might leave a portion of the endowment free for the establishment of one or two exhibitions tenable at Hexham or Newcastle Grammar Schools.

The present condition of Stamfordham School is desperate, and demands immediate reform. A good parish school, under Government inspection, should be first established, and subsidized in part out of the income of the charity. The balance would then be converted into exhibitions in the manner suggested above.

By a similar arrangement the surplus income of Ponteland School Trust might be applied towards providing a more advanced education for boys resident in that parish. Some portion of Heron's Charity at Simonburn may, perhaps, be available for the same object.

Case of Haydon Bridge School.

I have reserved the case of Haydon Bridge School for the last, because the income of that charity is already large and may reasonably be expected to increase; and if a system of school fees should be adopted, there would be a considerable annual sum available for purposes of education. The present amount is more than is required for the immediate necessities of the district; and even if a portion were set aside for exhibitions tenable at superior schools, so few residents in the district would take advantage of them that a large annual sum would still remain to be expended. The most probable application of any such large floating balances would be an extension of the almshouse charity.

Haydon Bridge Endowment presents the only opportunity for making an experiment in Northumberland similar to that which

* It is desirable that some stipulations should be made for regulating the respective rights of the school trustees and of Mr. Beaumont, the owner of the building in which the school is held.

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

has succeeded at Framlingham. The risk of failure is no doubt greater because of the deep-rooted prejudice of Northumberland farmers in favour of day schools. But Haydon Bridge is favourably situated for the experiment, being on a line of railway not far from the borders of Durham and Cumberland; and an institution like that of Framlingham does not necessarily depend on the support of a single district or county. If the wealthy Northumberland proprietors and others interested in the cause of middle-class education should favour the design with the same zeal and spirit as was displayed in Suffolk, the institution might be fairly started, and thus half the object would be attained. Should exhibitions be founded out of the Allendale, Stamfordham, and other endowments, they might be made tenable at the proposed middle-class school at Haydon Bridge.

Even in case of partial failure no great mischief would be done. At present the large amount of the endowment makes it practically useless for its present educational purpose: and many places of the same size, with no endowment at all, are better provided than Haydon Bridge with the means of sound elementary instruction for the poor.

Reference has already been made to the only existing exhibition for boys proceeding to the universities from a Northumberland school (see p. 318).

GENERAL REMARKS AND SUGGESTIONS ON ENDOWED SCHOOLS.

The following lists supply some particulars which may be of use for the purpose of ascertaining the amount of endowment best calculated to support schools of different descriptions in different localities.

I would venture to repeat the observation that no non-classical school for the middle classes, *i.e.*, no school that cannot prepare boys to pass the University local examinations, requires any endowment for its support. The farming and trading classes, who are content with the education supplied by schools of this character, are well able to pay for it.

In large towns semi-classical schools, such as the Commercial School at Norwich and the Grammar School at Newcastle, require but a small endowment, if once sufficient school buildings be provided. In small towns the endowment necessary for their efficient maintenance would be larger than in populous places; but as a rule such schools are not likely to be improved by a very valuable endowment.

In comparison with semi-classical schools, classical schools require a much more considerable endowment; and in Norfolk a good commodious boarding house for the head master should always be provided. It is not necessary, however, to assign to the foundation masters any large amount from the endowment; the better arrangement being to make them dependent for their income on the success of the school. In small country towns, such as Morpeth, Berwick, Beccles, Bungay, Holt, and even King's Lynn, the effect of an endowment is generally beneficial, if it helps to maintain a classical school in a place where there are some, but not many, persons to whom a superior kind of education is indispensable.

Name and Locality of School.	Endowment and other Property.	Population of Locality.	Annual School Fees.	No. of day boys	No. of boarders	Nature and Quality of Education.	Credentials of Masters and General Remarks.
Norwich Grammar and Commercial Schools.	1,000*l.*, with good school buildings for both departments. Grammar head master has a large boarding house. About ⅓ of the endowment is applied to the Commercial Sch.	75,500.	10 guineas - -	20	50	Classical. (Best in the county.)	Masters are University graduates, except for Foreign Languages and Drawing. County rather than a town school.
			3 and 4 guineas -	200	—	Semi-classical. (Very good.)	Head master trained at St. Mark's College; the others non-graduates. A town school.
Holt - - -	550*l.* School buildings and boarding house.	1,700.	Free to 50 boys -	47	10	Classical. (Unequal, moderate).	Two graduate masters. County school; some town boys.
North Walsham	270*l.* School buildings and boarding house.	3,000.	8*l.* - - -	5	6	? Classical. (School useless at present.)	Graduate master. Used to be a county school. Very few scholars at present.
Thetford - -	250*l.* School buildings and boarding house (small).	4,000.	2*l.* - - -	19	6	Semi-classical. (Moderate.)	Graduate master; non-graduate usher. Town school.
Beccles - -	185*l.* No buildings.	4,266.	10 guineas - -	11	25	Classical. (Fair.)	Two graduate masters. County school, with some town boys.
Hingham - -	178*l.* School buildings and boarding house.	1,605.	4*l.* - - -	18	5	Semi-classical. (Moderate.)	Non-graduate master. Boarders from the county; day boys from the neighbourhood.
Little Walsingham	150*l.* No buildings.	1,050.	16*s.* - - -	14	—	Non-classical. (Bad.)	Master a clergyman. Rural school.
Bungay - -	75*l.* School buildings and boarding house (small).	3,805.	10 free, 5*s.*, Non-foundationers, 10*l.* 10*s.*	20	16	Classical. (Fair.)	Graduate master; non-graduate assistant. Town school.
King's Lynn -	75*l.* School buildings and boarding house.	16,300.	8 and 10 guineas -	25	20	Classical. (Fair.)	Two graduate and one non-graduate master. Town school rather than a county school.
Wymondham -	60*l.*, with boarding house.	5,000.	Foundationers 2*l.* - Non-Foundationers 6*l.*	24	25	Semi-classical. (Fair.)	Master a clergyman; assistants non-graduates. Town school, with several boarders from the county.
Snettisham -	70*l.* School buildings and boarding house.	1,172.	Free to 20 boys - Non-foundationers, 2*l.* 2*s.*, 3*l.* 3*s.*, 4*l.* 4*s.*	34	24	Non-classical. (Bad.)	Non-graduate masters. County school for boarders; free boys and day boys from the neighbourhood.
Grimston - -	20*l.* School buildings and boarding house (small).	1,300.	Free (5*s.* entrance fee).	10	8	Non-classical. (Bad.)	Non-graduate master. Rural school.
Great Yarmouth	No endowment, but about 350*l.* per ann. paid by the Charity Trustees for its support. School buildings also provided.	30,000.	6*l.*, 8*l.* and 10*l.* -	70	—	Semi-classical. (Good.)	Two graduate and one (or two) non-graduate masters. Town school.

N.B.—I have omitted all notice of boarders' payments, because it is impossible to institute a fair comparison between these charges at different schools, without giving details for which there is not sufficient space. The school fees do not generally include extra charges for books, stationery, &c., &c.; but at some schools, as for instance at Yarmouth School, all these items, except books used at home, are provided for by the trustees.

NORTHUMBERLAND.

Name and Locality of School.	Endowment and other Property.	Population.	Annual School Fees.	No. of Scholars. (Boys.)	Nature and Quality of Education.	Credentials of Masters and General Remarks.
Haydon Bridge -	55*l.* School buildings and teachers' houses.	2,221.	Free.	130	Non-classical. (Indifferent.)	Head master a graduate; others non-graduates. Rural school.
Morpeth - -	30*l.* School buildings and boarding house (small).	4,300.	Average, 4*l.*	30	Classical. (Fair.)	Head master a graduate; assistant non-graduate. Town school.
Stamfordham -	16*l.* Master's house.	- -	Free.	12	Non-classical. (Worthless.)	Master a clergyman. Rural school.
Newcastle- -	10*l.* Use of a school house.	110,000.	Average, 4*l.* 10*s.*	230	Semi-classical. (Good.)	Head master a graduate; assistants non-graduates. Large town school.
Berwick - -	8*l.* School buildings and master's house.	10,000.	8 guineas.	31	Classical. (Fair.)	Head master a graduate; assistant non-graduate. Town school.
Allendale - -	5*l.*, with a playground. No school buildings.	6,400.	Free.	50	Non-classical. (Bad.)	Certificated teacher. Rural and mining school.
Rothbury - -	26*l.* (increased by Trustees to 160*l.*). School buildings and master's house.	2,400.	Free.	90	Non-classical. (Good.)	Graduate master; non-graduate assistant. Rural school.
Hexham - -	21*l.* School buildings and master's house.	6,500.	3*l.* and 4*l.*	29	Semi-classical. (Fair.)	Graduate master; non-graduate assistant. Town school.
Alnwick - -	Expenses of school defrayed by Corporation (about 450*l.* per annum.)	7,000.	Free for freemen's children, 2*l.*, 3*l.*, and 4*l.* for others.	67	Semi-classical. (Indifferent.)	Graduate master (M.A. of Scotch university); assistant non-graduate. Town school.
Gateshead- -	12*l.* School room.	30,000.	4*l.* 4*s.*	20	Semi-classical. (Fair.)	Master a clergyman, non-graduate. Town school.

Boys' Schools, Norfolk and Northumberland.

At present there are in my district no institutions, except Berwick and North Walsham Grammar Schools, in which free instruction in Latin and Greek only is a recognized condition of the trust. No such condition should ever be retained or imposed. All parents of children requiring instruction in these languages are able to pay some portion of the cost. Gratuitous instruction, when confined to grammar, having had the effect of emptying the schools where it was enforced, has been abolished altogether, or else it has been transferred or extended to other subjects: in the latter case the character of the schools and the quality of the education have been invariably lowered.

Free instruction in Latin and Greek undesirable.

Introduction of other subjects.

In all schools provision should be made for the teaching of other subjects besides Latin and Greek. In most, this has already been done, either with or without formal authority.

The mode of making such provision will be different in different schools. *At Norwich, Morpeth, and Berwick Schools the grammar masters teach one or other of the modern languages; but as a rule they cannot be expected to undertake this duty in classical schools, or to give instruction in special and scientific subjects, such as drawing, chemistry, &c.

Method of regulating school fees suggested.

School fees for new subjects may be found to answer in some instances; but my opinion, founded solely on what I have seen and heard in the course of this Inquiry, is that a school should profess to teach specified subjects and charge a uniform school fee for general work. No subject is properly cared for if it be regarded as an "*extra*;" whereas the adoption of uniform fees for general work prevents the ordinary school organization from being disturbed by special classes for extra subjects, and protects each boy's course of study against the interference of an injudicious parent.

Junior boys in lower forms ought not to pay the same fees as seniors in higher forms; and a graduated scale of charges, such as I have suggested in my separate report on King's Lynn

* At King Edward's School, Norwich, the English department is really a separate school, of a different character from, and to a certain extent antagonistic to, the Grammar or Classical School. In my special report on the school I have given the substance of the head master's remarks on what he considers the mischievous results of this complete separation of the two departments. As the schools can never be reunited, I only mention the subject for the information of the Commissioners in case the question should arise in the consideration of other schools. There is also a modern sub-department of the classical department, to which boys are consigned when their parents prefer instruction in German to the ordinary course of Latin and Greek. Eleven boys learn German. All the boys in the classical school, at present (1867) amounting to 90 in number, learn French and Latin.

At the grammar and commercial school, Yarmouth, a division of the school into separate departments for classics and English has been effected since my visit. The two departments still form one school held in a single building, and under the complete control of the head master. The number of scholars is larger than at Norwich grammar school, being at present (1867) about 100.

In other schools where attention is paid to English and modern languages the school course embraces all the subjects of instruction, although some of them are taught only in the higher classes. This is the case at King's Lynn grammar school; and the system there adopted seems to be the best for classical schools of limited numbers, where the division of the school into separate departments, in which distinct lines of study are followed, is productive of many inconveniences.

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Grammar School, may easily be arranged either according to the age of pupils or their position in the school.

I am of opinion that a graduated scale, if adopted, should be regulated by the age of a scholar, not by his standing in the school. At first sight this arrangement seems the less equitable of the two, but it has two important advantages: (1.) Parents will pay more attention to their children's early training, and will watch their advancement in their studies without suspicion or regret. (2.) Masters will not be tempted to promote boys in order to increase their school fees.

Objects to which endowments should be directed.

When sufficient buildings are provided, the first object to which the surplus income of an endowment should be directed is the general reduction of school fees to such an amount, proportioned to the endowment and the quality of education offered, as will attract scholars sufficient to remunerate a competent master. A further portion may then be applied to such an increase of the master's permanent income as will attract a man of more than ordinary skill and ability, but not so as to make him independent of the amount of capitation fees. The residue should be devoted to salaries for assistants, and to exhibitions, premiums, and prizes for deserving scholars. It is not unusual to reserve a portion of the school fees for the general purposes of the trust; but it is more desirable that these should be provided for out of the endowment and that the whole of the fees should be assigned in due proportions to the several masters.

Utilization of Endowments by means of Exhibitions.

In all cases where endowments may be consolidated by the dissolution of useless schools, a large portion, if not the whole amount, of the endowments alienated from particular districts should be formed into exhibitions, to which persons interested in the dissolved schools should have a preferential right. In the selection of exhibitioners mental attainments should be the first consideration; but, *ceteris paribus*, the poorer boy might be preferred to the richer. The principle of "*detur sed dignioribus*" is so liable to abuse, that I should certainly be in favour of a rigid adhesion to the "*detur digniori*" principle. If no one should present himself from a favoured district, qualified for an exhibition appropriated to it, the exhibition, *pro illa vice*, might be thrown open to all scholars at one or other of the schools in which the exhibition is merged.

Exhibitions in abatement of school expenses are certainly desirable in some cases, but more especially if the consolidation of endowments should be carried into effect. Without them it will be inequitable, and probably impossible, to transfer an endowment from one locality to another.

The more important exhibitions should be granted on the sole condition that the exhibitioner shall continue his education at a university or at some superior professional institution. The plan of awarding exhibitions as douceurs to boys on entering upon

business is sanctioned by the Newcastle Grammar School scheme, and is advocated by some of the Norwich School Trustees; but it is calculated to stop the advancement of general education by transforming into a check that which should be the chief stimulus to a young scholar of promise.

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

One point alone remains to be noticed. Should the exhibitions be assigned to particular schools, or should they be tenable at some one or other of the principal classical and semi-classical schools in the neighbourhood?

My opinion would be in favour of the latter course.

In the first place, all parents would have the choice open to them of selecting a classical or commercial education for their children.

Secondly, by creating a competition between the two classes of schools (classical and semi-classical) the exhibitions would tend to improve the teaching in both.

Thirdly, the competition between individual schools of the same class would have a similar benficial effect.

It would, however, be necessary to make the exhibitions tenable at classical schools more valuable than those tenable at commercial schools; (1) Because the cost of classical education is greater; (2) Because, owing to the ignorance of many parents, classical schools require encouragement in a substantial form.

Boarding House System.

In Norfolk it is simply impossible to establish a classical day school without boarders. At Norwich, Yarmouth, and possibly King's Lynn, semi-classical day-schools might, under very favourable circumstances, remunerate an able certificated teacher. But as a matter of fact, no private school in any one of these towns, which is exclusively a day-school, is any better than a National school. *A fortiori* this is true of smaller country towns and villages. Of endowed schools, there are only two day-schools of the semi-classical type, the Norwich Commercial school and the * Yarmouth Grammar and Commercial school. In both these instances the buildings have been provided free of expense, and the lighting, warming, cleaning, and repairing of the premises are paid for out of the endowment funds. The cost of education to residents is still further diminished by the assignment of salaries out of the same funds to masters and assistants. In the Norwich school the sum thus assigned does not amount to less than 400*l.* per annum, or 2*l.* annually for each scholar. In the Yarmouth school the deficiency of income arising from capitation fees amounts to 3*l.* 10*s.* or 4*l.* per annum for each scholar. Hence it may be inferred how far it is possible, under the most favourable conditions, to maintain a semi-classical day-school in a large Norfolk town. I ought, perhaps, to add that the success of

In Norfolk boarding house system necessary for the success of a school.

* The present master of this school now keeps a boarding house; but out of 100 scholars attending the school not more than 20 are boarders (1867).

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

these two day-schools was in a great measure attributable to the ability of the masters at the time of my inspection.

With the above exception of semi-classical schools in large towns, I consider it to be absolutely certain that the boarding-house system is essential for the success of middle-class schools in Norfolk. The only private classical school in the county is exclusively a boarding school; and a large school which a few years ago achieved a transitory but decided success as a school of the same class, had few day boys or none. Moreover, the experiments at Saham Toney and Framlingham have proved successful, because the founders of those institutions understood and complied with the instincts of farmers in favour of the boarding-house system. In fact, the great majority of schools above the grade of National schools cannot do without it. Any amount of endowment that might be lavished on a classical school in Norwich, Yarmouth, or elsewhere, though it might attract the most eminent schoolmaster in England, would fail to attract day scholars to the complete exclusion of boarders.

Effects of the boarding-house system on day boys.

The effect of the boarding-house system on day boys is to improve what is called the tone of the school, and to force upon the day boys a better kind of education. The system presents great advantages to parents residing on the spot, who wish their sons to have a classical or superior general course; but in Norwich the number of parents availing themselves of the grammar school is not large. On the contrary, parents who require a commercial instruction for their children are sometimes injuriously affected by the boarding-house system. The number of such parents in Norwich is large, and apparently on the increase; but as they have now got their own endowed commercial school, they have no reason to complain of the arrangement by which ample accommodation for boarders is provided in the grammar school residence.

Difficulty of establishing the boarding-house system in Northumberland.

As it is difficult in Norfolk to set up a successful day school, so it is equally difficult in Northumberland to carry on a successful boarding school. Whether Haydon Bridge trust might be made available for such an experiment I will not venture to decide; but I can suggest no other expedient for providing the farmers of Northumberland with an educational establishment similar to that at Framlingham. If it should not succeed it may safely be asserted that no semi-classical boarding school can be established beyond the precincts of Newcastle; and it is by no means certain that classical boarding schools will ever answer in the county. The attempt at Morpeth has apparently proved a failure, though there are special reasons to account for this. At Berwick the experiment is about to be made, with what success it is impossible to predict. Even in Newcastle one may only conjecture what will be the result of carrying out the new scheme for the Grammar School. Time alone can prove whether, after the school has conformed for so many years to the requirements of a certain class, it will be possible by the introduction of boarders to attract another class of boys without repelling the boys who at present attend the

Contemplated introduction of the system at Newcastle Grammar School.

school. But Newcastle Grammar School will furnish an exception to most schools if the introduction of the boarding-house system does not in some measure weaken the sentiment of social equality which is characteristic of Northumberland in common with Scotch day schools. If the system succeeds and the usual results follow, some of the present class of scholars will leave the school for St. Mary's Hospital School or for British and National schools; if the school continues unchanged in character, the provisions for the accommodation of boarders may prove to have been a useless and expensive experiment.

Boys' Schools, Norfolk and Northumberland.

Boards of Management for particular Schools.

The constitution of boards of management for schools is a very difficult question. Large district or diocesan boards will not work harmoniously unless the question of religious instruction is left entirely open; in other words, unless the schools are secularized. This is extremely difficult under the boarding house system; nor would such a condition be generally accepted in Norfolk. The alternative plan of requiring all trustees to be members of the Established Church is unjust and inexpedient, except in a few special cases, and could never be regarded as a permanent settlement of the difficulty. Municipal boards, *i.e.*, corporations or town councils acting through a committee, are too dependent on ratepayers to make them judicious managers of a superior school. It is but fair to the town council of King's Lynn to mention that they have acquitted themselves of their duties as governors in a manner which will bear inspection, though it has not escaped criticism. An experiment on a larger scale will be forthwith attempted at Newcastle; for hitherto the Grammar School has practically been managed by the head master at his discretion. But there will always be an objection to the administration of a school by a corporate body, whose chief attention must be bestowed on other objects, and who are accessible to the complaints and importunities of persons on whom they are in a certain sense dependent. And the administration of school trusts by corporations in former times has certainly not been such as to inspire much confidence. Thus, for instance, Newcastle Grammar School has lost Horsley's original gift. Berwick Grammar School also lost some of its property in the seventeenth century, and the transaction by which the corporation more recently appropriated part of the trust estate to the use of their own academy was one which no other body of trustees would have allowed on behalf of the school. The lawsuit which is wasting the resources of Morpeth School is the result of an alienation of lands executed by the bailiffs and burgesses when they had the administration of the trust. In Norfolk a similar demise for a term of 1,000 years at what is now a nominal rent has cost the Children's Hospital at Yarmouth an estate probably worth 8,000*l.* per annum. The treatment which Norwich Grammar School

District or diocesan boards.

Municipal boards.

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formerly received from the* corporation, who starved it in order to job the Great Hospital nominations, may without any abuse of language be called scandalous. Even at King's Lynn and Bungay, where there is no reasonable suspicion of malversation, lands which once were regarded as school property have been so mixed up with corporation estates and town lands as to become difficult of identification, and separate trust accounts have not been kept.

Advantages of boards specially constituted for each school.

There can be little doubt that special trustees for endowed schools are more regular and businesslike in the administration of school property, and in most cases such special boards exist. The main question is as to their constitution. They generally consist either of county and non-resident, or of town and resident, governors. In the case of schools situated in rural districts the former predominate; in towns there is an admixture of local residents. There are reasons in favour of either constitution. The masters of the better class of schools prefer the former, as they complain of the interference rather than of the indifference of governors. County trustees are apt to be neglectful of their duties, and care little about the actual condition of a school provided no wide-spread dissatisfaction exists. Town trustees err on the side of meddlesomeness, and wish to direct on petty points of detail, which had better be left to the master's discretion. They are also accessible to querulous and ignorant † parents, and it is

* At the time of the Charity Commissioners' inquiry it was found difficult to distinguish the Norwich Corporation property from the trust estates, so completely were they intermixed. The case of the Barnham Broom estate (see 27th Report, p. 564) is an instance of mismanagement of accounts. As early as the beginning of the 18th century the foundress of Bethel Hospital at Norwich seems to have conceived a bad opinion of the Corporation as trustees of Charity property; for by a clause in her will she expressly prohibited them from being in any way concerned in the execution of her trust.

† I believe it to be altogether undesirable to introduce the outside influence of parents for the purpose of inducing them to take an interest in the success of an endowed school. Appoint a judicious and painstaking body of trustees, let them select a competent master, and put them both under the control of a special central authority, and no further interference or influence is necessary. If the master neglect his duties, representation should be made to the local board of management; if they neglect theirs, redress can be obtained from the central educational board; but nothing can be more mischievous than the constant interference of parents in the management of a school. In proof of this it need only be stated that judicious parents, when they have once reposed confidence in a schoolmaster, never do interfere. They are nevertheless subjected to all the evil results arising from the interference of other parents more ignorant than themselves. To charter the licence which these persons are too ready to usurp would be a great injustice not only to schoolmasters and trustees, but also to the wiser and more enlightened parents. If the opinions of private schoolmasetrs could be ascertained upon this point, it would be found that the interference of parents is one of the greatest difficulties they have to contend with in their competition with endowed schools. Perhaps there is no school in the kingdom, certainly there is none in my district, where the interference of parents is more tolerated than in Berwick Corporation Academy. At that school one parent, after threatening to "double up" the rector for correcting his son, actually forbade the boy to attend the rector's classes. The parent was not on the school committee, but he was a freeman, and looked on the school as in some measure belonging to himself. This view is so general among Berwick freemen that parents not only excuse their sons from attending school by means of written notes (an arrangement sanctioned by the school committee), but they are in some instances suspected of conniving at the forgery of such notes when their boys play truant. The boys in the rector's class were the

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sometimes their interest to attach undue importance to trivial complaints. Still, when a grievance or abuse does exist they are earnest and persevering in their attempts to expose and cure it.

The suggestions I have received for the constitution of managing boards have reference in general to individual schools, and show a bias for or against some particular form of governing body.

For instance, one obstacle in the way of harmonious action in the management of a school superintended by a clergyman of the Church of England is not unfrequently the opposition of non-comformist trustees. One person seriously stated his conviction that none but churchmen should ever be included in school trusts.

Suggestions respecting the constitution of such boards.

I am of opinion from what I have both seen and heard that it is impossible to lay down a general rule for the constitution of managing boards, and I shall therefore content myself with offering the following suggestions:—

(1.) That the circumstances of each school can alone determine the constitution of its governing body.

(2.) That no person should be placed upon a school trust who is obviously incapable of taking an interest in the *higher* studies of the school; and that in general resident graduates and other persons possessing some educational credentials should be preferred.

(3.) That where the head master of a school is a graduate he should always be *ex officio* a member of the board of management.

By the adoption of these general principles in the constitution of boards of management each governing body of trustees should be the one best suited to the circumstances of the particular school. The individual members of the board should be the persons most interested in the school and best qualified to decide *all questions* connected with its administration; and the head master and governors of each school should be able to act together in a more friendly and conciliatory spirit than they usually do at present.

Selection of trustees to fill vacancies.

The selection of trustees to fill vacant seats may fairly be left to the existing trustees, subject to the approval of some central educational department. Residence within a certain distance, not too rigidly restricted, should be an essential qualification, and non-attendance at a certain number of successive meetings should compel the resignation of the absentee's seat. The difficulty of

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most ignorant and insubordinate I have seen anywhere. A man of nerve, with a tolerably thick skin, might have controlled them in spite of their parents; but the rector, though a competent teacher, was averse from strong measures, which the condition of the school absolutely required. Still, I believe that the interference of freemen both in the manner above mentioned, and through the columns of the local newspapers, sufficiently accounted for the state in which I found the rector's classes; and as the same results will follow wherever injudicious and uneducated parents are allowed to influence a school directly through its master, while educated and judicious parents will not interfere, even if invited to do so, I venture to express in the very strongest manner my opinion that no such interference should ever be countenanced or allowed in an endowed school.

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enforcing the last regulation in cases where the trust property is legally vested in the Local Board makes it desirable to consider whether all real property charged with a trust should not be vested in some central and permanent corporation, in the same way as the Ecclesiastical Commissioners are able to hold property in trust for particular benefices. This is a subject on which I am quite incompetent to offer an opinion; but I venture to make the suggestion, because the arrangement, if otherwise unobjectionable, would save a vast amount of expense, which is now rendered unavoidable by the death and succession of trustees. The admissions to copyhold property are another source of inconvenient expenditure, occurring at irregular intervals; and in all cases, where it is possible, it is desirable to enfranchise school property, so as to secure a tolerably uniform amount of annual income. At present the actual management of trust property is left for the most part to the clerk of the trustees, generally a legal gentleman, whose interest and professional bias may incline him to increase the amount of legal business connected with the trust estates; whereas if some such expedient as I have suggested were adopted, no law costs or charges would ordinarily arise, except such as were necessary for the letting of lands, and the advice and assistance of a professional man of business in the capacity of clerk to the Local Board would be productive (as it often may be now) of great and unmixed benefit to the interests of the charity

Desirability of vesting all trust property in some corporation.

Copyholds should be enfranchised.

General Local Boards.

If it should be found expedient to suppress some of the existing schools, and to convert their income into exhibitions tenable at, but not permanently appropriated to, other schools of a better and more useful class, it would be desirable to have a general local board in addition to the committees of management for particular schools. Such a board would not take a direct part in the management of the schools, but by regulating the award of exhibitions from time to time according to the condition and success of the several schools within its district, it would not fail to exercise a beneficial influence upon all. It might be composed of members from one or more counties, some independent and some representative of the local schools, the latter being also members of the committees of management. The persons forming the board would be as a class those whose names are to be found prominently placed on the committee lists for the local centres in the Oxford and Cambridge examinations, and these examinations would themselves be of use in determining at what schools exhibitions might with advantage be held. The general board should have every opportunity of learning from time to time the condition of all local endowed schools, which in their turn should be encouraged to present periodical statements of their numbers as well as of the distinctions obtained by their scholars. After a consideration of these matters, and with a due regard for the con-

The desirability of such boards considered.

venience of the exhibitioner and his parents, the exhibition would be awarded as tenable at a particular school. All proceedings of the general board, with balance sheets, &c., would have to be reported to some central department.

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In case other exhibitions were instituted out of the surplus income of elementary endowed schools, and of overgrown, useless, or obsolete charities, not educational, the board might further be entrusted with the award of these and the selection of the schools at which they might be held.

It would certainly be an advantage to have a body of educated persons of position, who could from time to time take a comprehensive survey of the state of middle class education within a particular district. If fairly constituted and sufficiently informed it would act as an arbiter between competing schools, and its independent judgment would both arouse emulation and command acquiescence. Moreover, the individual members from the several schools' committees would have an opportunity of comparing and discussing different systems of teaching and management and their results. This would not be part of the formal business of the board, but the hints and suggestions incidentally arising out of its discussions would often be the germ of practical legislation at the schools' committee meetings.

The objection to such a board would be, that if it is to be formed at all it ought to take a more decided and important part in the administration of the schools themselves. But on the other hand it is very questionable whether a county board managing all the schools in a certain district can properly attend to every one of them; and I believe the general opinion to be that every endowed school which is important enough to exist at all as a middle-class school is important enough to have a board of management of its own. Nor are the duties of the general board, even if confined to the award of exhibitions, so unimportant as would at first sight appear. For the board will use the exhibitions more or less as certificates of their approval, and all endowed schools will be anxious to secure its favour and good-will. Further, if the existence of such a board should obviate the necessity of alienating exhibitions and assigning them in perpetuity to particular schools, this one result would almost of itself justify its institution. The number of members on the general board would partly depend on the number of endowed schools within the district if each school is to have a delegate or representative; but it should be sufficiently limited to ensure a sense of personal responsibility on the part of each individual member.

Proprietary schools, where the contributories are numerous and the objects of the school partake of a public character, should be placed on the same footing as endowed schools, so far as the tenure of exhibitions from suppressed endowments is concerned. For instance, Framlingham College would probably be the favourite, as well as the most useful, school for Norfolk farmers' sons entitled to take exhibitions.

CENTRAL EDUCATIONAL BOARD.

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Necessity for a central educational board.

Trustees, especially old trustees, dislike the intervention of the Charity Commission, and would not be favourable to the institution of a Central Educational Board. Schoolmasters, on the contrary, would in many instances wish to see some supervising authority established which might control the action of Local Governors. I believe that most impartial persons would incline to the latter view.

In the case of conjoint charities, a standing commission or some equivalent department of State is necessary to protect educational interests against the encroachments of other charitable objects. There is not a single conjoint charity within my district which has not at some time or other in its history furnished some evidence in support of this assertion.

Its proper functions.

Such a commission would properly intervene so often as it was represented on sufficient local authority, that a particular school was not producing satisfactory or adequate results. Very often dissatisfaction is felt by many who are interested in an endowed school, but who shrink from the trouble and expense of a Chancery suit against a powerful body of trustees. In these cases, if it were known that a special educational commission or department was prepared to move on the relation of local informants, many abuses might be rectified without resorting to a Court of Equity. The Commission would also be a convenient Court of Appeal in all questions arising between a head master and a board of management, and no head master should be dismissed from his post without its sanction. I believe, however, that the disputes and disagreements between trustees and schoolmasters would be very much lessened in number and intensity by the expedient, above suggested, of putting all graduate head masters upon the managing committees of their schools.

The standing central commission would very properly be invested with powers to intervene on the representation of any master or person interested in the school, or as occasion required, with the view of revising or modifying regulations framed by the local governing body; and in the case of schools where the head master was not a member of the board of governors it would be desirable that all regulations adopted by them should be submitted to the commission or central authority for approval.

A particular statement, specifying quantities and rents of land of all property belonging to each trust, should be deposited with the central board, and a balance sheet of accounts, signed by a sufficient number of the trustees, presented yearly. The cash balances in hand should be stated, and interest charged whenever they exceed a certain amount. At present* it would appear that

* The delivery of balance sheets to the Charity Commissioners seems to be at present a mere form. It is not always observed. Some of the accounts which I saw were of a nature to provoke further inquiry. For instance, one of Morpeth school trust contained an item, on the debit side, for management of property, which was fully 10 per cent. on the gross income. The income being chiefly derived from

these matters have sometimes escaped the attention of the Charity Commissioners.

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Whether the present constitution and powers of the Charity Commission enable it to deal with educational questions I am not competent to state. There is a general feeling abroad that, in questions connected with the management of trust property, its power of action is too much restricted. Moreover, educational questions are not the special business of the Commission, and in the difficult and delicate cases of conjoint trusts experience seems to prove that the Commission is of no service to educational interests when opposed to the general objects of a charity.

Suggestions respecting its constitution.

In the course of my inquiries I have received various suggestions, and three expedients have been proposed or sketched out for the regulation of endowed schools and of charities connected with education.

1. A Department of Education presided over by a responsible Minister of State.
2. An Educational Commission distinct from the Charity Commission, which should have the central administration of educational trusts.
3. An Educational Department of the Charity Commission.

The last proposal has certain advantages.

In the first place, the Board of Management for Educational Trusts must be in constant communication and have a perfect understanding with the Charity Commission in the matter of those numerous conjoint trusts to which I have so often alluded. The adjustment of income to be apportioned, either temporarily or permanently, to the educational and other objects of such charities will be a frequent as well as a difficult operation, and it would probably be effected in a more harmonious manner between two departments of the same board, each having access to the same sources of information, than it would be by two independent boards representing antagonistic interests, and advised each by its own local partizans.

Again, there are various charities instituted for obsolete or useless objects; and others again in which the endowments have outgrown the limits originally contemplated by their founders. It will be desirable to modify these from time to time, and perhaps in some instances to divert them into educational channels. This operation would be more readily carried out by an educational sub-committee of the Charity Commission than by an independent board, as the latter would not have the same opportunities for detecting the existence and abuses of such charities.

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rents payable directly by the tenants it is not easy to see why this expense is necessary. I observed, moreover, in the same account that the trustees were paying more interest for a drainage loan than they received from their tenant. The Hingham account was also unsatisfactory. The receipts were entered "By cash," thus showing only the net payments of the tenant without specifying the expenditure on repairs and other outgoings. In the case of Wymondham trust large cash balances seem to have been at one time retained in hand and no interest charged.

Schemes.

Boys' Schools, Norfolk and Northumberland.

Schemes too minute and restrictive.

Discretionary powers to be vested in school managers and masters.

Schemes approved by the Court of Chancery or the Charity Commissioners are often overloaded with minute regulations and restrictions. Some of these, more especially when they refer to the subjects of instruction, are found in practice to be inconvenient or inoperative; they are accordingly either disregarded, or if remedied by application to the Court of Chancery are an occasion of unnecessary expense to trust estates.

The general opinion is adverse to such regulations and restrictions, and a majority of intelligent persons would be in favour of leaving to a properly constituted local board of management the general direction of all matters connected with the school under its control. Such a body would naturally allow the head master sufficient discretion in the regulation of purely educational affairs. I have already stated my opinion, which I believe to be the opinion of most intelligent persons I have met, that the circumstances of particular schools must determine the constitution of their respective boards of management. In case a central educational commission or educational sub-department of the Charity Commission were established, some particular boards of trustees would be found to require modification, but such modification would depend on the local circumstances of the trusts in question, and could only be carried out under the directions of a permanent central authority. It seems desirable at the present state of the inquiry to adopt as few general principles as possible in the formation of managing boards of schools. The most important in my opinion is the admission of the head master whenever he is a University graduate to a seat in the governing body of his school. In filling up vacant seats, education rather than wealth or position should be the qualification required; but all persons appointed to take a part in the management of an endowed school ought to be interested in the locality and inclined and able to give their attendance at the periodical meetings of the board. Their names with a statement of the special reasons for their selection, should be submitted for approval to the central authority. A body of persons thus constituted and recruited from the best educated persons on the spot would, with the assistance and advice of the head master, be specially qualified to undertake the general administration of school matters.

The appointment and dismissal of all masters receiving payments from a trust fund should and could safely be vested in such a body, which could further determine from time to time the salaries of the masters, the scale of fees payable by scholars, and the general subjects of instruction.

The dismissal of a head master should always receive the sanction of the central educational board, whose special approval would be desirable in the case of all regulations affecting local rights to free education or reduced charges for teaching, as well as the tenure of exhibitions and other interests of a pecuniary nature.

There are four points I wish to advert to in connexion with the subject of schemes or ordinances for endowed schools.

BOYS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

1. Regulations requiring head masters and others to be clergymen of the Church of England should be rescinded in all cases, except where special circumstances warrant such a limitation.

2. Assistant masters should (if possible) be paid partly out of the endowment and partly from the school fees.

In grammar schools especially the progress of the younger boys is seriously impeded by the constant change of masters. The assistants are often young graduates, engaged and paid by the head master, and they are naturally on the look-out for more permanent and remunerative posts, as foundation masters in other schools. Hence they remain only for a year or two, and the higher their qualifications the shorter, in all probability, is their stay. Whereas by receiving a share of the endowment and of the capitation fees they would be attached to the staff of the foundation, and they would also feel a stronger interest in its prosperity. I consider it an essential principle of all trust management that persons receiving payments from an endowment should be appointed by the trustees; but practically the trustees would be guided very much by the recommendations of the head master, and if the latter functionary were (as I think he should be) an *ex officio* member of the managing board, he would virtually make all appointments of his assistants. In fact, a refusal to act on his recommendation would be tantamount to a vote of want of confidence.

3. All capitation fees should be payable in advance, and this regulation should be enforced by some arrangement relieving the master from the invidious choice of allowing or refusing credit in particular cases.

4. In all cases, where funds admit of it, provision should be made for pensioning off a master who has done good service but is past work. The want of retiring pensions for masters of endowed schools has been a constant source of mischief to the schools themselves, and has given some colour to the objectionable doctrine that an endowed school is the master's freehold.

STATE INSPECTION.

Compulsory inspection not desirable for private schools.

A State inspection of private and proprietary schools throughout the country is scarcely possible, and I think not advisable or necessary. Although advocated by some private schoolmasters, it could not be forced on all, and the schools in which it might be most useful are the very ones which would decline or evade it. Many persons, conscious of the defects, and sincerely anxious for the improvement of private schools, look with suspicion on any attempt of the Government to interfere with private enterprise; and others are of opinion that in this particular instance of education "an inflexible State machinery would tend "to crush all private initiative into one uniform model." Moreover, the best possible machinery for testing the efficiency of schools, without interfering with the rights of individuals, is at present at work in the University local examinations. It may reasonably be expected that the next generation of schoolmasters

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will consist mostly of persons holding University certificates, and that these teachers will be desirous of submitting their pupils to the same tests of proficiency as they themselves have undergone.

All endowed schools should be inspected by independent authority.

All endowed schools, however, should be periodically reported on by independent examiners. If any should still continue to remain non-classical or elementary schools, as, for instance, Snettisham School in Norfolk, and Haydon Bridge and Rothbury Schools in Northumberland, they ought to be placed under Government inspection. But an examination exclusively oral would not be a wise or a fair test to apply in the case of schools attempting higher studies. Even in a National School an inspector called upon to report after four or five hours' questionng of the boys must feel a serious responsibility, especially when the assignment of a grant depends on the result of his inspection. Such a person must be patient and equable in temper, discreet, skilful, experienced. But no combination of qualities will enable an examiner to test satisfactorily by oral processes the results of any very advanced or philosophical methods of teaching. A school, in fact, which is capable of being thoroughly tried by *viva voce* examination alone is a school where the education may be sound, but must be limited.

In the case of higher schools examination should not be exclusively oral.

University local examinations well suited for testing the teaching in endowed classical and semi-classical schools.

Again, a State system of examination by means of written papers, different for different schools, would be an expensive and cumbrous process for testing the actual condition of individual schools, and would not arouse that spirit of emulation between schools of the same class which is the most natural and powerful agent for improving the education in all schools. And even if the same papers were distributed to several schools of the same class, no result would be obtained which is not now obtained without expense or trouble to the public by the voluntary exertions of the universities. These bodies are so accustomed to the work of examining that they may safely be left to deal with this matter. Their examinations have inspired very general confidence in districts in which they have been held, and in Norfolk I have only met with one school in which the intervention of the universities is repudiated on *sectarian grounds. Endowed schools, whether classical or semi-classical, may fairly be required to send in candidates in proportion to their numbers. But at the same time the more important schools should also be inspected and reported on annually by special examiners; and copies of the reports should be submitted, together with the balance sheets of accounts, to some central department of education. Although the majority of Northumberland schoolmasters seem to be opposed to such an arrangement, and assert that the master of a school is the person best qualified to examine its scholars, this opinion arises from a mistaken notion of the nature and objects of examinations; and so soon as it comes to be understood that they are instituted for the purpose of testing the weak points of educational processes, and not for the mere exhibition of successful teaching; it is probable that the advantages of the proposal will be generally recognized.

* The master of this school considers that the examination of schools should not be conducted by the universities, "unless the *lay master* is to become extinct."

(II.) EDUCATION OF GIRLS.

NORFOLK AND NORTHUMBERLAND.

GENERAL AND INTRODUCTORY REMARKS.

During my stay in the counties of Norfolk and Northumberland I made inquiry into various matters connected with the education of girls, and I also visited a certain number of ladies' schools, and examined several scholars both *viva voce* and by written papers.

Endowments.

There are no educational endowments in either county, intended exclusively for girls of a class higher than the labouring class. But in both counties there are endowments to which middle-class girls have the same claim as middle-class boys.

Norfolk.

In Norfolk, however, the claim in every instance has been, so to speak, renounced. Endowed schools for children of both sexes and of every rank have never been of a high social or educational character, and all such schools have long since been monopolized by the poor. The idea of an educational charity for the daughters of any but labourers is unfamiliar and repugnant to the general feeling in the district. Parents who value highly the benefits of an endowed grammar school for their sons would shrink from sending their daughters to a public institution of a similar kind. Thus, when a part of the revenues of the Children's Hospital at Yarmouth was appropriated to the purposes of a grammar and commercial school for the better education of middle-class boys, no one thought of assigning any portion of the income to the education of girls of the same class, although the Children's Hospital was and still is a mixed school. This will explain why all middle-class girls educated in Norfolk are educated at private establishments. These establishments are invariably conducted by ladies.

Practically no educational endowments for girls above the labouring class.

Northumberland.

Education of middle-class girls by male teachers.

In Northumberland, on the contrary, a great deal of the female education of the middle classes is undertaken by male teachers in schools attended by children of both sexes. In remote rural districts farmers' daughters always commence and sometimes even complete their course of schooling at the same schools as the sons and daughters of hinds. These schools are occasionally adventurers' schools, but more frequently they are the national or Presbyterian schools of the nearest villages. Even in large towns some shopkeepers' daughters go to mixed schools conducted by private schoolmasters; but the most important mixed schools attended by middle-class girls are the Corporation schools at Alnwick and Berwick and the Proprietary School at Hexham. Still, after making every allowance for the fluctuating number of middle-class girls in the various mixed schools of Northumberland, a large majority probably of the aggregate number are educated chiefly as day scholars at private ladies' schools.

GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Ancient grammar schools not intended for female scholars.

The ancient grammar schools, founded immediately and for some time after the Reformation, were not intended for girls. Thus, for instance, Norwich, Holt, King's Lynn, Wymondham, Thetford, North Walsham, Little Walsingham, and Grimston schools in Norfolk, Bungay school in Suffolk, and Newcastle, Morpeth, and Berwick schools in Northumberland have always been boys' schools. *Hexham grammar school is the only exception to this rule, and the admission of girls to this school is a subsequent modification of the old system to suit the more modern practice. It is easy to see why the schools, founded in the reign of King Edward VI. and some time after, were restricted to boys. In many places, as at Norwich, King's Lynn, Wymondham, and Morpeth, the grammar schools replaced chantry schools, which before the Reformation were often the only organised local establishments in which a system of public instruction was attempted. In these chantry schools some boys were specially taught to take part in masses sung for the dead, and the chantry priest, as the person responsible for and most interested in the decent and efficient performance of these services, was naturally the schoolmaster. Sometimes, as at King's Lynn, an individual from motives of piety or superstition may have provided an endowment for the chantry priest on condition of his teaching boys "sufficiently in grammar and song." Such boys would be probably the sons of poor parents who were glad to obtain not only instruction but also employment with some chance of preferment for their sons; but as the chantry priest would necessarily hold a licence to teach, and as the schoolmaster's profession was a strict monopoly, the chantry school became not merely a free school for chorister boys learning the modicum of Latin and music necessary for the performance of masses, but also a pay school for the sons of wealthier parents. The circumstance which first led to the existence of such schools makes it reasonable to suppose that no girls were admitted to them, and when the chantry schools were replaced by grammar schools the old system of excluding or rather disregarding girls was continued. Even at Cromer Free School (apparently not a chantry school, although connected as chantry schools sometimes were with a guild or company) the endowment of 10*l.* per annum, given in the year 1505, was for "a priest cunning in grammar, who "should keep a school, teaching there gentlemen's sons and good-"men's children." In this instance the word †*children* has always been interpreted to mean *boys*, an interpretation no doubt as old as the foundation itself. And so in other deeds of endowment of the 16th century, wherever the word *children* occurs, the true construction, as evidenced by invariable practice, limits the term to *boys*. In fact it would seem that, before the Reformation and for some time after, such girls as received any instruction in reading, writing, and grammar were taught either in religious houses or else at home by domestic chaplains or tutors.

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* It will be seen by reference to a former page that the master has now got rid of female scholars. See note on p. 278 (1867).

† So too in Dean Colet's Statutes for St. Paul's School the word *children* is invariably used, although the Latin equivalent is *pueri*.

GIRLS' SCHOOLS NORFOLK AND NORTHUMBERLAND

Some later foundations were intended for both sexes, and in Northumberland are so used.

Foundations of a later date (none, I think, earlier than the middle of the seventeenth century), were in some cases expressly intended for the benefit of both sexes, and of all ranks. In Norfolk all such schools, whether retaining their original mixed character or not, have become elementary parish schools for children of the labouring class; and it is only as a school for the poor that a mixed school can at present exist in that county. This is not the case in Northumberland, as is proved by the presence of middle-class girls in many of the schools which I have designated as Tradesmen's schools. Hence in the case of endowments for the benefit of all children of all classes, the founder's intentions have been more completely realized in Northumberland than in Norfolk. It is reasonable to suppose that the children of the poor were the first objects of their care, and accordingly the schools have been adapted in the first instance to their special requirements; but at the same time children of a better class have derived more or less benefit from the foundations, whether they still adhere to the original mixed system, or whether, as in some cases, they have effected a separation between the boys and the girls. It is easy to point out instances where the benefit is not very great. Thus Stamfordham endowed school is a mixed village school, and a very bad one of its kind, although, or rather because, the endowment is excessive, and the master is a clergyman instead of being a trained or skilful teacher. This however is an exceptional case, and the school stands no higher in the estimation of the labouring than of the farming classes. At Allendale the endowed school has been amalgamated with one belonging to the chief proprietor of the district, and the girls' department is separated from the boys', and placed under the charge of a mistress. This school is practically a mining school, where nothing is taught beyond the essentials and sewing. The girls' endowed school at Rothbury, subsidized by a grant from Thomlinson's benefaction, is another village school for poor girls, where the teaching is elementary, and, in point of quality, unsatisfactory. In all these schools a few daughters of farmers and country tradesmen may be found sitting side by side with the children of hinds and miners. They can receive, however, no other instruction than that which is provided for their poorer schoolfellows.

Haydon Bridge school.

Haydon Bridge school is a more important institution, and generally contains a larger admixture of middle-class girls. It was founded in 1685 as a mixed school, but in 1785 a separate girls' school was built and placed under the charge of a schoolmistress. This was done by Act of Parliament, and the subjects of instruction* for girls were prescribed by the same authority. They are still the subjects taught, being merely the rudiments with needlework. The instruction is not very good in quality, but it is practically useful and gratuitous, and perhaps this is the main reason why girls of a class higher than the labouring class attend the school. I should add that the school premises are healthy and commodious, and that the discipline and administration are excellent. All these reasons weigh

* In Appendix G. (p. 613) will be found a timetable for the girls' department of this school together with a corresponding table for Berwick Corporation Academy.

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with parents of the middle class in a district where the embellishments of a female education are not so highly valued as in Norfolk.

Hexham Grammar School.

At *Hexham Grammar School the range of subjects is more extensive, and the quality of the teaching is better; but needlework is not taught. The school is really a mixed school of the original type, such as Haydon Bridge school was designed to be by its founder; viz., a school in which boys' subjects alone are taught, and where girls are admitted to learn them. Since the establishment of Hexham Proprietary school the female scholars have apparently deserted the grammar school, and there were only two in attendance on the day of my visit. I therefore pass on to the three more important mixed schools, viz., the Corporation Schools at Alnwick and Berwick, and the Proprietary school at Hexham.

CORPORATION AND PROPRIETARY SCHOOLS.

The corporation schools are interesting on many accounts, but they are especially instructive when the relative merits of male and female teaching for girls have to be discussed. The schools are difficult to classify. In one sense they are proprietary, being the property of the freemen, but on the other hand their functions are of too important and public a nature to be left to the caprices of individual freemen or to the arbitrary discretion of school committees. The Alnwick school has, moreover, absorbed certain small but ancient endowments; but independently of this fact there is a moral, if not a legal, trust attached to the administration of both institutions. They are the two mixed schools in the county of Northumberland in which middle-class girls have the largest and most direct interest, and where they are to be found in the greatest numbers, although the privilege of admission at Berwick, and of free instruction at Alnwick, is confined to the daughters of freemen.

Alnwick Corporation School.

The organization of the two schools differs essentially, and in a manner which peculiarly affects the female scholars. At Alnwick the junior pupils are distributed into two classes according to proficiency, and without regard to sex. The junior mistress takes the lower junior class, and the junior master the higher junior class. On passing to the senior division, the girls proceed to the senior mistress' class, and the boys to that of the senior master. The subjects of instruction include the usual English branches with drawing and needlework, and a few of the girls attend the senior master's class for Latin and French. Thus, the more advanced part of a girl's education at this school is entrusted mainly to a female teacher.

Berwick Corporation Academy.

At Berwick on the contrary, the general instruction is left entirely to masters, the assistance of a mistress being required only for the sewing class. The girls learn the usual English subjects with French and German, but drawing† and Latin are not taught.

Hexham proprietary school.

Instrumental music is not taught in any of the mixed schools above mentioned. The only school, not a private one, in which it is taught is Hexham proprietary school, and there it is an extra subject, the charge being four guineas per annum, whereas the general school fee is 4*l.* or 6*l.* per annum, ac-

* See, however, note on p. 278 (1867).

† Drawing is to be taught in future by a certificated master (1867).

cording to the age of the pupil. The course of instruction for girls at this school ordinarily includes scripture, reading, writing, arithmetic, geography, and sewing; but a girl, if sufficiently proficient, may also learn Latin, French, German, and algebra without any additional charge. Although, no doubt, the instruction in needlework gives the proprietary establishment an advantage over the grammar school, I am assured on good authority that it is not the music and other branches undertaken by the governess that attract girls away from private ladies' schools. On the contrary they are sent for the *general* instruction, and because the school is taught by masters. At the time of my visit there were 17 girls present, four or five of whom were learning Latin and German, and eight or nine French and music.

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MOTIVES INFLUENCING PARENTS IN THE SELECTION OF SCHOOLS FOR THEIR DAUGHTERS.

It thus appears that some middle-class parents in Northumberland, either from motives of economy, or from social habit, or because they really prefer a solid training in the elements to a smattering of accomplishments, disregard almost entirely one subject at least of female education, which is deemed of the greatest consequence in ladies' schools. In many instances their motives doubtless are of a mixed character. At the same time, in a district where boarding schools are not in vogue, parents not resident in the larger towns must take what the nearest day school offers, and this is determined by the requirements of the labouring class. Again, mixed schools are cheaper than ladies' schools, and though the former do not teach music or drawing, economy will induce a Northumberland parent to dispense with subjects more essential, perhaps, in his opinion than any mere accomplishments. For instance, whatever may be said in favour of "writing schools" as training places for clerks and accountants, it is certain that for purposes of general education no kind of school can be worse than they are; and yet at every "writing school" I visited there were some female scholars. The other more praiseworthy motive I have mentioned is associated in the minds of many parents with a belief that female teaching fails in the elementary and general branches, and that it is no advantage to a girl to be able to play a tune or to draw a copy if she knows nothing of grammar or arithmetic. Besides, music and drawing can, if required, be supplied by private masters, and the same is true to a certain extent of French, which, however, is the one subject in which Northumberland ladies' schools have a decided advantage over mixed schools, although this last remark does not apply to Berwick, Alnwick, and Hexham, the three towns in which the most important mixed schools are to be found.

In Northumberland accomplishments are not so much valued as in Norfolk.

Now, although all these considerations incline some persons in Northumberland to prefer the elementary teaching of a mixed school to the more varied but more superficial course offered by ladies' schools, this preference is not general. Even in North-

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umberland, ladies' schools are preferred by a majority of middle-class parents, including all of the higher grades; and in Norfolk, all schools for girls of the middle ranks are ladies' schools: and yet the same radical defects in female teaching exist in both counties alike, although, subject to the above remark, it is true that the best ladies' schools socially are also the best educationally.

In select boarding schools especially, instrumental music considered of paramount importance.

Two considerations mainly influence parents of the middle class when they have to select a school (especially a boarding school) for their daughters.

The first is, that instrumental music is supposed to be the leading subject of instruction for women, except in the lowest ranks of life.

Reasons for this opinion.

This is an opinion for which parents rather than teachers are accountable. Conscientious teachers complain of the time daily wasted over a piano by girls who have no taste for music themselves, but whose parents insist that they shall "play." Young ladies who are not likely to depend on their own exertions for their bread, must acquire an accomplishment which adds to their powers of pleasing and amusing other people, while those who will have to earn their own livelihood must study the art which is most essential and most remunerative to female teachers. For no governess will find employment in a private family if she cannot teach the piano; and assistants in schools can earn more by proficiency in music than by any other attainment. I am assured, indeed, that in the first-class London and Brighton schools, where music is professedly taught by eminent and expensive masters, the prospectus is often a mere sham, and parents arrange to have their daughters instructed at lower charges by female assistants, who thus increase the scanty stipends assigned to their legitimate employment. For these reasons music becomes the essential subject of education for two important classes of girls in the middle ranks of life, viz., for the richer class wanting husbands, and for the poorer class wanting employment as teachers in families or schools. And the fashion thus set is taken up by the ranks below. Every Norfolk farmer and tradesman in comfortable circumstances has, as I have already observed, a taste for refinement far in advance of his intellectual culture. Partly in consequence of this taste and partly from a love of music, which is said to be characteristic of the district, parents who grudge their sons any education beyond the merest elements are willing to incur some considerable expense in order to secure to their daughters the usual boarding-school accomplishments. It was observed to me, by a person who had special opportunities of noting the fact, that as a consequence of what I have just stated, the female members of a Norfolk farmer's family were in point of culture and manners* superior to the male members. Even among the poorer class of Norwich tradespeople, the same tendency to sacrifice the education of boys to the accomplishments of girls

* This statement refers to the younger members of the families in question. See note on p. 340.

was reported to exist, and I was assured that boys are not unfrequently removed to a cheaper school in order that their sisters may have the benefit of music and dancing lessons. GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

In Northumberland the passion for accomplishments is certainly not so strong, but ladies' schools and especially ladies' boarding schools, maintain their position against the competition of mixed schools, mainly through the insertion of music in their programme of subjects. Being in part recruited from parish and other elementary schools, where music and French are not taught, they furnish a finishing course to girls who have already mastered the essentials elsewhere. Even the day scholars, who form a majority of the pupils in Northumberland ladies' schools, are attracted by the music and French, not by by the ordinary English subjects. Northumberland finishing schools.

The other consideration which influences parents in the selection of boarding schools for their daughters is so natural and so important that it may be said to have made the select ladies' boarding schools what they are at present in Norfolk, and what they will be in Northumberland if ever they become popular in that district. I have already pointed out that a Norfolk parent chooses a boarding school for his son on social rather than on educational grounds, and that, as a consequence of this, all boys' schools in the county are class schools. This is equally true of girls' schools, or rather it should be said that parents are more indifferent about the intellectual training of their daughters and more particular about the social character and general reputation of the schools to which they send them than they are in the case of their sons. In Northumberland, where the dayschool system prevails, and where parents in want of a boarding school generally look for one out of the county, ladies' schools are not so exclusively gauged by social tests as they are in Norfolk; but the circumstances affecting boarding schools for girls are much the same everywhere, and the following remarks will, I believe, be found to apply to most provincial establishments where the terms are from 50 to 80 guineas per annum, and where the boarders are comparatively numerous and at least as old as the day scholars. Social and general considerations affecting the selection of schools for girls.

A judicious parent of the upper middle class, when* he decides to send his daughter to a boarding school for three or four years in order to complete her education, feels, as a man of the world, that it is a very different matter from sending a boy of 14 to a public school. In giving up for so long an interval much of the controlling influence of home associations, he looks for some guarantee that their place shall be supplied by an effective substitute. He may have witnessed or heard of the unsatisfactory results of ladies' schools in the case of other people's children; but at all events it is only fair to his daughter that he should think of other things besides her mental training. His first object, then, is to find a well-conducted establishment frequented by girls of his Views of parents on this subject.

* Practically, however, the selection of a school is generally left to the decision of the girl's mother, who is usually the parent in communication with the schoolmistress.

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daughter's own rank, and (if possible) by them exclusively, where the joint influence of teachers and school companions may help to strengthen good principles instilled at home, and to superadd the finished ease and propriety of manner characteristic of an English lady. His second object is that his daughter may be furnished with certain accomplishments of an ornamental rather than of an intellectual kind, such as music, drawing, and dancing, to which must be added a taste for information, limited, however, in practice to a few conventional subjects, and a facility in writing and speaking English and one, or perhaps more, modern languages. What he thinks of last, if he think of it at all, is the cultivation of her logical and critical faculties, even though it be only to the small extent of understanding the simplest principles of grammar and arithmetic and of knowing some leading historical and other facts with due regard to method and philosophical arrangement.

EFFECTS PRODUCED BY THE DEMANDS OF PARENTS ON THE STUDIES, MANAGEMENT, AND CONSTITUTION OF SELECT GIRLS' SCHOOLS.

Such being the demands of parents, generally accounted the most discreet and enlightened of their class, the ladies' boarding schools above alluded to are adapted to meet them. The moral training of the girls, and all that concerns their habits, manners, and dispositions, are provided for by the plan of assimilating school as much as possible to the pupil's home. The accomplishments and other ornamental accessories necessary for a lady of cultivated tastes are duly attended to, and so far as a comparison can be instituted between ladies' schools and boys' schools in regard of some of these —such, for instance, as English composition and French—the ladies' schools would be found generally greatly superior to the boys' schools. But, on the other hand, the purely intellectual education of girls is scarcely attempted, and, when attempted, it is a complete failure. The reasons for this failure I shall explain hereafter, and I reserve in the same way such remarks as I have to make on what I have called the teaching of accomplishments.

Intellectual studies not encouraged.

The boarding-school system for girls really hinges upon the points which I have stated first in order: and it is not from its educational aspect that its special objects and inherent difficulties will be properly seen. For this reason I believe that more was disclosed to me, sometimes unconsciously, by ladies who refused me admittance into their schoolrooms, than I could have learnt for myself by a most thorough inspection of their establishments.

I have put the case of a judicious and enlightened parent selecting a boarding school for his daughter, and I have pointed out that even he is influenced by considerations which tend rather to exclude those of a strictly educational kind. But the school which he eventually selects will contain the daughters of many persons not so judicious as himself. Thus the first noticeable fact in ladies' boarding schools is the subjection of the teacher's will in every instance to the wishes of parents, in many instances to the whims of pupils. And with regard to this latter fact old and experienced

Dependent position of teachers and school proprietors.

Girl Schools, Norfolk and Northumberland.

schoolmistresses complain that every day the folly and weakness of parents, and especially of fathers, seem to increase, so that a girl often has only to say she does not like her school and she is removed forthwith. Now as the provincial boarding schools of this class are always limited in numbers, no teacher can long resist the combined capriciousness of spoilt children and unreasonable parents, and the result is that the discipline and educational efficiency of such schools are said to have been much impaired of late years. Again parents, especially those who wish to be considered gentlefolk *par excellence*, in their anxiety to exclude from schools patronized by themselves all girls of an inferior class, exercise a control over schoolmistresses which is often very oppressive and tyrannical. Having once found a school conducted as they wish by a superior and ladylike woman, they afford it their countenance and support only on their own terms. They dictate to her whom she may admit and whom she must exclude, and often compel her to close her doors against many eligible pupils without allowing her to raise her charges in return. Thus a small and select school of this class in Norwich is not only not allowed to admit a tradesman's daughter, but the day scholars are confined to the children of families "residing in or visiting with the Close." In a few instances the daughters of wealthy West Norfolk farmers are tolerated as boarders, but not always without some remonstrance. "Why," exclaimed one parent belonging to what is called a county family, "I see you have So-and-so's daughter at your school associating with my girls. I should as soon have expected to meet my gamekeeper at dinner." On the other hand, if the schoolmistress attempt to raise her terms in order to compensate herself for the loss of pupils rejected to please her supporters, they say, "We can send our daughters to London or Brighton, and give them the benefit of the best masters for the price you ask." The result is that a lady may toil her whole life long in the service of the county gentry and clergy and yet her savings will be barely sufficient to secure for her, when she is too old to work, a small annuity from the Governesses' Benevolent Institution. A chance vacancy or two among her boarders will make her tremble for the state of her balance at the end of the year; but she must remain silent, for the reputation of a school of this class requires that it must not want pupils and that admission is accorded as a favour.

Exclusiveness of county gentry.

Another circumstance which often interferes with the education of girls and adds to the financial risks of these select boarding schools is that among the classes which patronize them the education of boys is for many obvious reasons deemed of far more importance than that of girls. Parents selecting provincial boarding schools for their daughters are frequently those whose means are not equal to what they consider their position. Accordingly, when a brother is sent to Eton or Harrow, or admitted at a university, the sisters are removed from school and confided to the charge of a resident governess. By this plan three or four girls can be educated for a sum which represents the yearly bill for one girl at a boarding school; and the saving thus effected helps to pay the increased

Education of girls in the higher middle class sacrificed to that of boys.

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charge of the brother's education, but costs the schoolmistress her profits on two or three pupils.

Proprietors of select boarding schools not free to act as they please in the choice of their pupils.

It may be asked why do ladies submit to these restrictive and disadvantageous conditions, when they might give up the county connexion, and the patronage of the gentry, and throw themselves unreservedly on the support of a less fastidious and exacting class. But it must be remembered that as education is almost the only employment open to women (the only employment, indeed, open to gentlewomen) the demand for all classes of female teachers is already fully supplied; in fact, there is no limit to the supply, as may be seen from the immense number of small day schools for girls in every town. Besides, sensitive and refined ladies, who are forced by circumstances to keep school, have a pardonable desire to remain in contact with those who should best understand and respect their position; nor is it certain that the annoyances they might be subjected to from parents of another class, would be less numerous or vexatious. Their only alternative is to accept situations as governesses; and every schoolmistress, who has been a governess, prefers the comparative independence which a school affords.

In Northumberland schoolmistresses are more independent.

In Northumberland, even the less wealthy of the gentry and beneficed clergy, if they send their daughters to boarding schools at all, send them to schools out of the county, and I doubt whether there is more than one ladies' school in the whole county from which a tradesman's daughter would be rigorously excluded. I am not sure that there is even one; but if there be one, it is a small school, which was always spoken of as the best in Newcastle, but from which I could obtain no information. At another Newcastle school, also small and less important than this one, the proprietor stated that no tradesman's daughter was admitted, and the establishment certainly appeared to be of a nicer description than most; but I heard in other quarters that the restriction was not always enforced, and this is borne out by the proprietor's own returns. One lady, whose school I was accidentally prevented from seeing, stated with much good sense, and with a frankness which would have damaged a Norwich or a Yarmouth school, that she admitted girls of all ranks, and that she knew of no ill results from so doing. But her school, like most of the northern schools, is principally for day pupils; and the equality of ranks within its walls does not give occasion for any intimacy or association between scholars outside the school. And moreover the best schools for girls in Northumberland, being attended in large proportions by the daughters of persons engaged in business or trade, would rank in Norfolk with schools of the second class, where boarders are few, and day scholars form the majority.

Provincial girls' schools for the higher ranks are for the most part small schools.

To return to the higher class of provincial boarding schools. In the first place, it must be observed that there are in my district no large establishments of this kind such as exist in Brighton, Bath, Cheltenham, or in the suburbs of London. If therefore the importance of a girls' school is a function both of its numbers and of the social standing of the pupils, there are few schools in my dis-

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trict which come within the terms of the instructions to the assistant commissioners. The largest is in Norfolk, and as it is the best, as well as the most important girls' school I have seen, I shall refer to it when I have to speak of the quality of education given in the several schools. The number of boarders in this school is about thirty; in few other schools does the number exceed fifteen. The reason why the numbers are so small is partly the want of capital sufficient for an extensive establishment, but mainly, I think, because all such schools are conducted as much as possible like private families. The privacy thereby secured is a great recommendation in the eyes of parents, and combined with a comparatively low scale of charges gives the schools their best chance of competing with large and expensive boarding schools in London, Brighton, and elsewhere, where there is always an admixture of girls, whose parents' wealth is their sole title to gentility. In these small provincial schools the boarders are kept under as strict supervision as in their own homes. The necessity for this supervision explains why boarding schools are so frequently conducted by three or four sisters. No mistress can look after more than a certain number of pupils (say from six to ten); so that a school of thirty or forty boarders, unless managed in common by sisters, requires a large staff of teachers. Teachers are not much trusted either by parents or principals; and resident French governesses, though their services are often indispensable, are regarded with especial suspicion. It is supposed that their standard of propriety is not that of English ladies, and that they are apt to introduce into schools too much freedom of thought and discussion, especially about theological matters. Hence, if a member of a schoolmistress' family has acquired a knowledge of French by residence abroad, she takes charge of that department; and in some schools French is taught by visiting masters, who give their lessons in the presence of the principal schoolmistress.

Privacy a requirement in such schools.

The services of assistants dispensed with as much as possible.

The paramount importance attached by parents to the "well conducting" of small boarding schools for their daughters, makes schoolmistresses very particular about admitting girls who have received their early education in continental schools. One lady, moreover, assured me that she would never consent to take a day pupil who had been brought up in India.

Day scholars attending select boarding schools.

The contact of boarders with day scholars, though it can hardly be avoided in these provincial schools, is not much liked and is jealously watched. Schoolmistresses feel that their chief safety depends on having as day pupils only those whose parents will look carefully after them at home. This feeling is not a mere prejudice, as is sometimes supposed; it is a necessary precaution. The introduction into a boarding school of forbidden literature and of all kinds of contraband, is much facilitated by the freedom which day scholars enjoy, and day scholars are the only possible channels of clandestine communication with persons outside the school. Most schoolmistresses feel that they can repose confidence in a majority of their pupils; but a new comer always gives occasion for temporary anxiety. Without any very clear consciousness of what

Danger supposed to arise from the contact of day scholars with boarders.

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they are doing, and with no deliberate intention to do wrong, girls may be flighty, romantic, and foolish in their conduct, and one or two such girls in a school may infect others and ruin a schoolmistress into the bargain. One lady, indeed, who was apparently both shrewd and conscientious and had had much experience of young girls, spoke of them in more severe terms. "Men," she said, "have no idea what a girl is capable of between the ages of fifteen and eighteen." But the testimony of others proves that girls are not to be judged indiscriminately; and a schoolmaster, who has to deal with spoilt and ill-conditioned youths, could produce a match for the worst specimen of a boarding school Miss. Still the consequences to a ladies' school of admitting an objectionable pupil are far more serious than they would be to a boys' school. The boy is expelled and there is an end of it; but a scandal in a girls' school is fatal to its existence, and the most careful precautions will not always protect a school against the undeserved consequences of a chance event. A thoughtless remark contained in a girl's letter to her brother at home has broken up a school of established reputation without any fault on the part of its proprietor. Schoolmistresses, whose knowledge of the world has ensured them a certain amount of success, are aware of these facts, and therefore insist that privacy and seclusion are the essential conditions for a girls' boarding school.

The above remarks are the substance of what I learnt chiefly from conversations with ladies who declined to give me any formal information.

PARTICULARS OBTAINED FROM INQUIRY INTO, AND INSPECTION OF, GIRLS' SCHOOLS.

ACCOUNT OF PROCEEDINGS IN NORFOLK.

Objections offered

My first application for permission to inspect a ladies' school was made at Yarmouth. It was met not exactly with discourtesy, but certainly with undisguised derision. I was remonstrated with upon the impropriety of my request, and told that every girl of spirit would leave the room on my appearance, or at all events refuse to answer a single question. I renewed my attempt the same day at three other schools. One lady consented to admit me without demur, but her school was socially inferior to the rest, and rather resembled the Northumberland day schools than the boarding school of Norfolk. A second, who "heartily sympathizes in the general movement for raising the standard of education for females," and who eventually did allow me to inspect her school, after considering my application for a few days wrote as follows:—

"My own school is but a small one, never exceeding twenty-five in number, and only two of them are at all likely to be governesses, the others being children of people in affluent circumstances or at least far removed from the necessity of having their daughters trained as teachers. I therefore cannot put my school under Government inspection without consulting the wishes of the parents

of the children; and at present there appears to be an idea prevalent that such inspection places private schools on a level with National schools, a compliment, in fact, to the former, which as a rule would suffer greatly by comparison. As it is, therefore, I cannot at present take advantage of your services, although I hope to be able to do so at some future time; for although an examination in a large school must have a more satisfactory result than in a small one, from the greater proportion of intellectual pupils; yet the prospect of having to undergo an examination by a stranger must act as a stimulus both to teacher and pupils."

The argument derived from the objections of parents is repeated in a letter which I received from the third lady to whom I addressed myself. When I explained the object of my visit, she listened to me with patience and good temper and did not reiterate the blind "*non possumus*" protestations I had encountered elsewhere. But she would not consent to answer the schedules of questions, and when I renewed my application by letter some months afterwards, I received the following reply:—

"I do not think it would be quite courteous not to reply to your letter, although we cannot accede to your request to visit us in your official capacity. We have not ascertained the opinions of the parents of all our pupils, but every lady to whom we *have* mentioned it, has been opposed to the plan, and we must therefore decline the visit. We did not make the return to which you allude, partly for a similar reason, and partly because a reply to its questions would have given no correct idea of our school. To endowed or to very large establishments they might have been applicable, but our school is small, and we conduct it as much as possible like a family. Our boarders are limited to 12 and our day pupils generally amount to about the same number. Much therefore is possible with us which could not be detailed as a system. To illustrate what I mean: one of the questions relates to the amount of *assistance* given to the pupils in their studies. Now, when the eye of the teacher is upon every pupil, this assistance both in *kind* and *degree* will *vary* with every pupil. It would be necessary to consider the child's natural abilities, degree of attainments in the particular subjects, power of application, previous habits of study, and (last, but by no means least) physical health. All these things would be taken into account by a judicious teacher in the *separate* case of every child: and you will perceive that an adequate answer to this and similar questions, in the space allowed, would be impossible. In the same way with regard to the provision made for religious instruction, no mere formal answer could enable the Commission to judge how far or how successfully religious principles were brought to bear upon the small duties of everyday life. Again, it would not be possible to answer *concisely* the question relating to the difficulties we find in the discharge of our duties, and the same remark is applicable to several other questions."

As my applications at Yarmouth were not favourably entertained by the proprietors of the best schools, and as I had made arrange-

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ments for going to Northumberland in the course of a few weeks, I thought it better to proceed with the inspection of endowed schools and to deal for the present with ladies' schools as I had dealt with the private schools for boys. I therefore obtained a list of some 20 of the best girls' schools in the county (most of them in one or other of the three large towns) and despatched to each a copy of the printed schedules and statistical forms. I hoped that a quiet perusal of these papers during the approaching vacations would convey a just idea of the scope and object of the inquiry, and that many ladies, who would decline my proposed inspection upon a sudden and personal application, would not do so after a mature consideration of the whole matter.

Schedules sent to twenty Norfolk schools.

Returns received from nine schools.

Nine returns were remitted to me; but for the most part they contained little statistical information. The following extracts from the letters of a lady, who was the first and the readiest to supply all the information in her power, will help to explain why the returns from other schools are so incomplete. "I shall have pleasure," she writes, "in answering the questions required, believing as I do "that the inquiry is calculated to do much good. Before filling up "the papers, however, I am anxious to know, whether such com- "munications are to be considered confidential, or whether they "are to be made public. In the latter case, of course, opinion "could not be so freely expressed as in the former. Several of "the questions are unsuited to a school like ours, conducted as it "is, almost on the plan of a private family: but we should be glad "to offer every facility to anyone who might be appointed to visit "us, knowing that a personal inspection would convey a better "idea of the management of such an establishment than any "written communication could do. So far as we ourselves are "concerned, we should object to no authorized investigation, no "matter how searching: the only thing we should shrink from, "would be unnecessary publicity either for ourselves or our pupils." Again in a second letter, she says, "I have filled up one of the "papers to the best of my ability: the other one relating to fees, "numbers of pupils pursuing different studies, &c., is too tedious, "and would be quite unsatisfactory were I to attempt it." And after explaining certain details of classification and management, she adds, "To copy one or two of our school accounts would be "of no use, as young ladies at school require so many things which "do not properly belong to education: articles of clothing, &c., I "mean. In the paper which I have filled up therefore I really "think I have given all the information that can reasonably be "expected from a private individual, and as I said before, I will "offer every facility to anyone who may be sent to see the working "of our establishment."

One additional return received subsequently.

On my return to Norfolk early in 1866 I wrote to all the schoolmistresses who had not sent returns, repeating my former request, and at the same time asking for permission to examine their schools. I received but one reply. It was, however, from the most important ladies' school in the county, and was entirely favour-

able. Permission was granted me to inspect the school and returns were forwarded forthwith.

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My next application was directed to the schools in the smaller country towns. Particulars of inquiry were sent to 20 schoolmistresses but I received only two returns, and they contained no information of any value. The questions, in fact, were not adapted to these inferior seminaries, which are chiefly dames' schools for young children. With but two exceptions, the most important girl's schools in Norfolk are to be found in Norwich, Yarmouth, or King's Lynn.

Schedules subsequently sent to twenty, and return received from two other inferior schools.

Upon requesting permission to inspect the schools, from which returns had been originally received, I obtained it at once in six out of the nine cases. One lady, however, though quite willing that her pupils should be examined, gave very satisfactory reasons for not desiring an examination just then. Of the other two, one had expressed in her written answers her strong personal objection to an inspection of her school. I therefore forbore to urge my application, but I ventured to assure her that the Commissioners' object was not to pass criticisms on particular schools, but to obtain information as to the general state of education, with the view of improving it if possible. Upon this she wrote to say that the object was so praiseworthy that she could not allow any selfishness on her part to be an obstacle, and accordingly I inspected her school. I was not successful in my application to see the ninth school. The two following letters set forth the grounds on which it was refused; they are both in the handwriting of the parochial minister, but the first bears the signature of the mistress. It is as follows: "In answer to yours of the 22d, I beg leave to inform you "that various circumstances compel me to decline your proposed "inspection of my school. *Imprimis.* My school is a purely "private establishment managed by myself and sister, whose pro- "perty it is. My scholars are all the daughters of gentlemen, and "the school is essentially a young ladies' school. It is conducted "in conformity with a certain prospectus, in which no mention "whatever is made of Government inspection. I am not entitled "to any endowment, nor if I were, should I desire to claim it. "As far as regards the efficiency of the school, I leave that matter "in the hands of the parents, who can judge from the progress "their daughters have made during the academical terms. Upon "these premises, therefore, I decline your proposed visit, a visit "which it would be dishonourable in me to entertain without the "sanction of the parents. Should the proper authorities require "it, I am prepared to furnish them with the names and addresses "of the parents of my scholars from whom the information you "desire may be obtained. In answering the 72 questions you "addressed to me in Midsummer last, I consider that I have done "all that can be expected; beyond that, I consider your applica- "tion an unwarrantable intrusion into my private affairs, to be "met with, as now, so in future, by decided refusals on my part." The clergyman's letter, which accompanied this one, is to this

Letter from a private schoolmistress declining visit of inspection.

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effect: "Miss ———, of ———, in my parish, has informed "me of your proposition to inspect her school. Knowing Miss "——— very well and the nature of her establishment, I consider it as strictly and essentially a private school. As such, I "should consider it quite secure from any such inquisitorial visits "as the one you propose. As the clergyman of the parish, I am "in the habit of holding a Bible class in her school twice a week, "as well as a confirmation class. Every regard is paid to the personal comfort of her pupils, and as far as I can judge to their "educational progress. What further information you can ask "for I am at a loss to conceive."

The same line of objection is taken by the same schoolmistress in the returns, where, instead of filling up form D. with copies of school bills, she has written in the margin (this time in her own hand), "Being a private school the question is of course *waved*."

Total number of returns received, twelve.

Of 40 schoolmistresses in the county of Norfolk, to whom I applied for information and for leave to see their classes at work, 12 only have furnished answers to the particulars of inquiry. The answers received from two of these schools are of no value whatever, nor are the schools themselves of any importance. The other 10 schools are fair specimens of the best classes of schools frequented by the daughters of gentlemen, farmers, and tradesmen of the county.

Total number of schools inspected, eight.

I have inspected eight of them. Three were more especially schools for the daughters of the gentry and of professional men; the other five were mainly attended by the daughters of farmers as boarders, and by the daughters of tradesmen as day scholars.

ACCOUNT OF PROCEEDINGS IN NORTHUMBERLAND.

Schedules sent to about fifty schools.

On my first arrival in Northumberland I found all the schools closed, and I thus had leisure to call upon a large number of persons conducting private schools in that part of my district. Among these were 54 ladies, some of whom, however, admitted young boys into their schools.

Applications for information were better received in Northumberland than in Norfolk.

My proposal to send printed forms of inquiry was received with more cordiality than in Norfolk. But the lady, whose school is reputed to be the best in Newcastle, declined to furnish the Commissioners with any information; and she alleged, as the reason for her refusal, that the parents to whom alone she held herself accountable would dislike any invasion of the privacy of her establishment. Four or five other schoolmistresses also declined all communication with the Commission, but they did so on their own responsibility, and did not pretend to consult anybody's wishes but their own. Their schools, with perhaps one exception, were of no importance whatever.

Although a large majority of the ladies, to whom I applied in person, expressed their readiness to give me all the assistance in their power, I suspect that many of them, on reading the printed schedules of inquiry, found it impossible to answer questions and fill up forms, which were in many respects not suited to their small, unorganized establishments. This will explain why I have received only 26 returns, and why many even of these are incom-

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plete. Ten of them, in fact, furnish the very scantiest particulars and no statistics.

My proposal to see the schools at work and to examine the pupils was naturally somewhat alarming to schoolmistresses who had not been accustomed to the presence of a stranger in their schoolrooms. Several did not object to it; but finding that some, though disinclined to admit me, were ready to let their pupils answer printed questions in their several subjects of instruction, I prepared examination papers in dictation, arithmetic, English grammar, English history, geography, and French, which, together with a circular and instructions and directions, were forwarded from the office in London to 50 schools in the county.

Returns received from twenty-six.

Printed examination papers for pupils sent to fifty Northumberland schools.

The examination papers in these several subjects will appear in an * appendix to my report, where I shall also give a tabulated account of the manner in which each paper was answered. The circular letter and the two papers which accompanied it will be more conveniently inserted here :—

Circular letter, with directions and instructions forwarded to each schoolmistress.

Central Station Hotel,
Newcastle-on-Tyne, Sept. 14, 1865.

MADAM,

AFTER seeing a large proportion of the ladies conducting private schools throughout the county, I am led to believe that in many instances the presence of a stranger in the schoolroom might disconcert both teachers and pupils, so as rather to frustrate than promote the object which the Commissioners had in view when they directed me to make inquiry into the state of middle-class education in Northumberland and Gateshead. Partly, therefore, with the view of obviating the necessity for a personal inspection in some instances, and partly to lessen the labours of the inspection where it is not found inconvenient, I have prepared a few printed examination papers which can be answered by pupils under the supervision of their ordinary teachers. These papers contain some simple questions which may be answered by a girl of 12 years old, and some which require more thought and knowledge, adapted to the attainments of more advanced pupils. The French paper is an exception, being intended for pupils of senior classes only.

I hope that this plan may meet with your approval, and that you will allow some of your pupils, selected by yourself, to answer the whole or a portion of the papers. Though I mean strictly to abstain from publishing anything that would furnish materials for a comparison between the different ladies' schools under examination, so that neither the names of schools nor of scholars are necessary for my purpose, provided that each school and each pupil is distinguished by some number, mark, or motto; still, as I wish to obtain genuine information respecting the different systems at work and their results, I have to beg that the examination may be conducted, so far as it is in your power, with all possible strictness and in conformity with the directions laid down in paper (A). The time allotted to each paper should be punctiliously observed, and the pupils should be seriously impressed with the impropriety of asking for or giving assistance, and of referring to books or written papers. Every care should be taken to remove out of the way of the pupils all temptation to copy, and under no circumstances should they be left without supervision while at work. Though I unhesitatingly leave all details to your discretion and honour, I lay some stress upon these points, because young people unused to examinations do not always see at once the absolute importance of adhering to the most stringent regulations in these matters. In order to avoid any risk of unfair publication while the papers were passing through the press, they have been printed at the Government Stationery Office in London.

You are at liberty to select for the days of examination any in the week commencing Monday, Sept. 18th; but of course I assume that there will be

* See Appendix H. (p. 615).

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no special preparation on the part of the pupils. As no one will be engaged on the papers for more than three hours, I venture to hope that the arrangements I have adopted will cause no great inconvenience. If your school is a small one answers may be sent up by three or four pupils only, especially if they are above the age of fourteen; but in no case do I wish to receive answers in any one paper from less than three pupils. When the papers are all finished the pupils' answers should be carefully sealed or otherwise secured till their transmission to the under-named* address.

As your pupils are probably unused to an examination of this kind, I have added for their especial benefit a paper (B) of instructions which I think will be found useful. This can be read to them once or twice before the days of examination, and they may take copies of it if they wish. They should be allowed the use of a slate for their rough work, so that the answers sent to the examiner may be, as far as possible, a fair copy, free from blots and erasures.

If you cannot conveniently allow any of your pupils to answer the papers, I beg, as an especial favour, that you will not let any of the papers be seen by a single person during the present month of September.

In case your school vacations are not over on the 18th, you can let the papers be answered on any subsequent days in the present month, or even early next month, provided you are assured that they have not been seen by any of your pupils.

* The Secretary of State
for the Home Department,
Whitehall,
London, S.W.

Schools Inquiry Commission.

PAPER (A).

DIRECTIONS RESPECTING THE PAPERS ENCLOSED.

Paper I.	Passage for dictation - -	15 minutes allowed.
,, II.	English Grammar - -	1 hour allowed.
,, III.	Arithmetic - - -	1 hour 30 minutes allowed.
,, IV.	Geography and English History	1 hour 30 minutes allowed.
,, V.	French - - - -	1 hour allowed.

N.B. In mixed schools boys are not to answer any of the Papers.

1. The dictation to be done by any number of pupils (of all ages) not exceeding twelve.

2. The English Grammar by pupils who do the dictation, but not the arithmetic.

3. The arithmetic by pupils who do the dictation, but not the English grammar, and by any others of all ages; the whole number not to exceed 12.

4. The geography and history by any pupils who do not do the dictation; the whole number not to exceed eight.

5. The French by any pupils who do not do the dictation; the whole number not to exceed eight.

6. The same pupil may send up answers to two papers (geography and English history being counted as one paper) but not to more than two.

7. All pupils answering any one paper must answer it at the same time. This rule to be strictly enforced.

8. The dictation to be read over twice, once slowly, so that the pupils may have full time to write what they hear, and once in the ordinary way of reading. The punctuation to be left to the pupils.

9. In the geography outline maps without names may be used, but when used, the fact should be mentioned.

10. No conversation on the subject of the papers to be allowed between the pupils while engaged in answering the questions. Any reasonable difficulty,

arising out of the form in which a question may be asked, should be explained by the teacher in attendance; but this must be done with great caution.

11. When the "time is up," each pupil to deliver up her papers just as they are, and nothing which is not in the pupil's own handwriting to be transmitted to the examiner.

12. The examination papers not to be shewn under any circumstances to anyone, whether assistant-teacher, pupil, or friend, until the moment when the pupils are prepared to answer them.

13. No examination papers and no copies of them to be allowed to be taken from the school during the present month of September.

PAPER (B).

INSTRUCTIONS TO PUPILS.

1. Write neatly and legibly; avoid a cramped and a sprawling hand, especially in the dictation. Attend to the punctuation and capital letters.

2. In giving a list of names (such as are asked for in the geography and history papers), do not write it as you would an ordinary sentence, and do not put the names in any random order as they may occur to your memory; but first try to think of the *complete* answer required, and then put it down in writing according to some suitable method and arrangement.

3. In French, do not omit accents, hyphens, cedillas, &c.

4. In arithmetic, avoid cumbrous processes, and let your work *be* as simple as possible; but do not try to make it *seem* short by omitting any steps in the multiplication, division, &c. Never omit the "denominations;" and set down your work in such a way that every step may *explain itself* to the examiner, who will have no opportunity of asking for explanations from you. When examiners cannot understand the *working* of a sum they consider it to be wrong, though the answer may be right.

5. In arithmetic, write the answer down plainly under the work.

6. When asked to explain a difficulty, usage, or rule, in grammar or arithmetic, do not attempt to do so if you feel you do not understand it yourself. If you think you understand it try to explain it in the simplest and most familiar language. Imagine that you are explaining the matter to a younger sister, who does not understand the subject just at present, but is very anxious to do so, and who will certainly get to understand it if it is *properly explained* to her. Treat the examiner in the same way. Slovenly work is often the result of a person under examination saying to himself, "The examiner knows all about the question; he will know what I mean, even if I do not express myself clearly and correctly."

7. Examiners always prefer a small quantity well done to a large quantity badly done.

8. Do not despair at once, if, on first reading the questions, you see some which you think you cannot answer. First, try those questions which you can answer. When you have carefully finished these, you will find the rest easier. Only a few of the more advanced pupils are at all likely to answer all the questions to the satisfaction of the examiner. He will be very well pleased if he finds, on the average of both pupils and papers, half the questions completely and correctly answered.

Answers to examination papers sent from twenty-three schools.

Twenty-three schools responded to my appeal, and sent answers in three or more of the subjects. Nineteen did not conceal their names, but in most instances the names of the scholars were withheld. The papers received from 10 of the schools furnish more or less evidence of unfair communication either among the scholars or between the scholars and their teachers. In some cases the novelty of the proceeding and the defective accommodation of the school-rooms may have made it difficult to enforce strict attention to my instructions; but three or four schoolmistresses have been guilty of,

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or have connived at, very dishonest practices. The most barefaced violations of fair-dealing have been committed in small inferior schools, and reflect as little credit on the astuteness as on the honour of their proprietors. The schools, on the contrary, which proved upon inspection to be the best have all shown up work which is scrupulously honest.

Ten schools inspected.

Ten schools were examined by me *vivâ voce*. I have reason to think that, with the exception of the Newcastle school above alluded to, they are about the best both socially and educationally in their respective localities. One Newcastle school, however, which I should have liked to inspect, the written papers of the scholars being some of the most satisfactory I received, unfortunately broke up for the Christmas holidays on the day of my intended visit.

BOARDERS IN LADIES' SCHOOLS.

Number of boarders in Northumberland and Norfolk schools compared.

The first noticeable point of difference between the Northumberland and Norfolk ladies' schools is in the number of their boarders. I have certainly received from the Northumberland schools, which are likely to contain the largest proportion of boarders, more complete information than I got from the corresponding schools in Norfolk; and yet, whereas 11 Norfolk schools, with a total number of 242 pupils, contain 132 boarders: 20 Northumberland schools, with a total of 611 pupils, contain only 27 boarders. The most important ladies' school I saw in Norfolk had 26 pupils, all boarders; the best and most expensive in Northumberland which has furnished returns had 44 pupils, of whom only four were boarders. The largest number of boarders in any Northumberland school is 12, and at the one exceptional school which returns so many there are 40 day scholars. No other school returns more than six boarders, and the majority of those which have boarders at all return only three or four. Moreover, I very much doubt whether the number of Northumberland girls' schools containing boarders exceeds a dozen, and I feel confident that the number of boarders altogether does not amount to 80, even if the largest allowance be made for schools which have made no returns. It probably does not exceed 60. In Norfolk, on the contrary, the schools which profess to exclude the daughters of tradespeople contain each of them from 12 ot 20 boarders on an average (15 might be taken as a medium number); while those which admit tradesmen's children as day scholars generally have from six to nine boarders from the farming class. I was not able to ascertain the number of girls' boarding schools in Norfolk with the same accuracy as I could in Northumberland; but, owing to the fact that in the latter county several girls of the middle class are to be found in mixed schools of all kinds, and that Norfolk girls' schools are generally small schools, it is probable that the number of girls' schools in Norfolk is larger than that in Northumberland. This probability is further increased by the two following facts: (1) The whole population of Norfolk is considerably greater than that of Northumberland; and (2) the proportion of the labouring classes in Northumberland is larger than that in Norfolk. Lastly, Northumberland boarding schools for

Small number of boarders in Northumberland.

girls receive no pupils from other counties in return for those who are sent to school out of the county, whereas Norfolk boarding schools do.

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The small number of boarders in Northumberland schools, and the large proportion of day pupils even in the schools which admit boarders, will explain why the general observations I have already made on the boarding school system for girls do not apply to Northumberland schools. The moral and social considerations which influence a parent in the selection of a school for his daughter, do not outweigh all others in Northumberland as they do in Norfolk. They, of course, have some effect in the northern county; but the chief object of a middle class parent in sending his daughter to a ladies' school in Newcastle, is to secure for her an English education with music and French. The position of a schoolmistress is thus freed from many of the annoyances and much of the responsibility that attend the management of a boarding house; and the interference of parents and the capriciousness of children are not so frequently a cause of complaint, as the indifference of the former and the idleness of the latter. The independence of Northumberland teachers was generally proved by the fact that they would discuss the question of admitting me into their schoolrooms without any reference to the wishes of parents.

SCHOOL ACCOMMODATION.

The boarding schools in Norfolk depend so much on their privacy and domestic comforts, that they are generally found in localities specially chosen with a view to secure both these objects. The largest is held in a gentleman's mansion, surrounded by a park of 60 acres, and at a considerable distance from a town of any size. A second school of the same class just outside the borough of Thetford is most pleasantly situated. The house is roomy and comfortable, and the grounds which are quite secluded, are suited for croquet and other ladies' games. In the towns the houses are almost always well selected. Bracondale, one of the pleasantest suburbs of Norwich, is a favourite locality for schools; and there is always a garden attached to each and a little removed from the street, in which the girls can play and take their exercise. The oldest and best school in Norwich is settled in a snug and cosy recess, which has the combined advantages of central position and perfect seclusion. It fact, it is unnecessary to dwell further on this point; for both parents and schoolmistresses are well aware that commodiousness and attractiveness of situation, and careful attention to domestic management, are the essential conditions for the success of a first-class boarding school in Norfolk. No schoolmistress, for instance, would dream of fixing her school in the market-place of a town where there is an extensive traffic in cattle, but this is not thought a blunder in Northumberland. Still even in Northumberland the situation of the best private schools for girls seemed to be more carefully selected than that of private boys'

In Norfolk school premises are more commodious and attractive

than in Northumberland.

Girls' Schools, Norfolk and Northumberland.

schools. They were generally held in more commodious houses, or rather, perhaps, the internal arrangement of an ordinary dwelling-house is better suited for a girls' day school. Girls being more amenable to discipline than boys, the dispersion of the scholars into several rooms produces less confusion; and, besides, a girls' school requires a large number of separate apartments in order that "practising" may go on uninterruptedly. A finishing school with 30 music scholars is furnished with five pianos and a harmonium; and when all these are engaged, there still remain from 20 to 25 pupils distributed probably among three classes at the least. Hence it is very unusual to find a regular schoolroom built expressly for general work. I only saw two in my district. One was at the Thetford school above noticed; the other, a smaller room but sufficiently large for its purpose, was at a Newcastle establishment, conducted by the most methodical female teacher I have met with. These schoolrooms had both been erected by the schoolmistresses; but, as a rule schoolmistresses do not acquire the freehold of their premises, and a landlord is not likely to build a room which in nowise improves the general value of his property. Such ladies therefore as build, build at their own expense and at the risk of increasing their rent by an outlay of this kind.

Few regular schoolrooms.

Inner Life of Boarding Schools.

A mere formal visit to a girls' boarding school would not justify any one in offering an opinion of his own respecting its inner life. The seclusion, courted by schoolmistresses, prevents even their neighbours from knowing what takes place within the walls of their establishments. Former pupils and visiting masters can alone give this information.

As far as I may judge from outward appearances, the establishments I saw were excellently regulated, and their inmates were orderly and happy. Of course both the proprietors and the pupils were prepared for my visit.

Discipline.

Schoolmistresses seem to have little difficulty in maintaining discipline among girls. In the tables appended to this report no mention is made of punishments, because they are rarely resorted to. Admonition is generally found sufficient; where it fails, tasks and confinement to lessons are the penalties imposed, except in the case of very young girls, who are "put to bed." But this mode of punishment loses its terrors when a girl is ten years old.

Boarding department.

Nor have I introduced into the abstract of answers received from private schools any information respecting the diet or the boarding department generally, except the size of bedrooms. No written particulars from an anonymous school can have any definite value for one who has not seen the school. But wherever I was allowed to inspect the bedrooms, I found them clean, well ventilated, and amply large for their purpose; and at the one school where I was invited to join the scholars' dinner party, I had a good substantial meal well cooked and well served. These schools were all in Norfolk, and I believe that at the best

boarding establishments in that county the pupils are as well treated in these repects as any judicious parent would desire.

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The complaint I have heard most frequently urged against ladies' schools by former pupils is that schoolmistresses and teachers are not impartial in their treatment of the scholars. Some are snubbed and some are petted. And it was alleged in some instances that the principals of schools in selecting their pets were swayed by a mean desire to please the wealthier and more influential of their pupils' friends. I think their conduct is capable of a more innocent interpretation, for many persons must have observed that sentimental schoolmasters and feminine-minded tutors betray a similar weakness of character.

Favouritism in girls' schools.

Frivolity and affectation are faults often imputed to boarding-school girls. I saw no signs of either: on the contrary, the demeanour of every girl I examined was remarkably staid and serious without being at all morose; and in this respect the girls in Norfolk boarding schools would bear a favourable comparison with many boys of a corresponding age at the grammar schools of the county. In fact, I cannot recall to mind a single instance of flippant or unladylike behaviour during the whole course of my inspection of girls' schools. It is true that the ladies who granted me admittance into their schools were among the most earnest of their body in desiring the improvement of female education; and some of their earnestness may naturally have communicated itself to their pupils. But the very superiority of such persons to the great mass of women is itself an argument for believing that *ceteris paribus* school influences are as beneficial as home influences; and it is certain that only the most sensible of parents are as sincerely anxious as schoolmistresses are to make their girls useful, rather than attractive and ornamental members of society. The real danger to boarding schools arises from teachers or from companions. This is inevitable when a score of girls are indiscriminately congregated together after having been trained at home under widely different conditions. Frivolity, vanity, affectation, and other girlish weaknesses are of course to be found in most schools, because they are to be found in many homes; but whereas the germs of these faults are fostered by weak parents, and thus communicated to the schools, the aim and endeavour of sensible schoolmistresses is to check and eradicate them.

Demeanour and behaviour of boarding-school girls.

There is, however, one remedy for such defects of character, which schools do not supply to the full extent of their opportunities. I shall point out in a future page what I conceive to be the main defect of all female teaching, viz., that it does not help an intelligent young woman forward in the pursuit of rational and laborious study. Hence the education given at girls' schools is partly answerable for the vapid characters and frivolous pursuits of idle women, who have nothing particular to do. A boy, whatever his education may have been, passes from school into life with a definite aim. Sometimes he has had his mind trained and adapted for intellectual pursuits; but, whether

Character of women affected by the want of solid studies.

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he has or not, the best education he eventually gets is the education of his maturer years. If he have only some real occupation to follow he learns something year by year in the course of his business. But if the majority of boys on leaving school were doomed to an idle and purposeless existence, the society of most men would be not more instructive, and infinitely less amusing, than that of a fashionable *fainéante.* Ladies' schools do not merely fail to make thoughtful study and solid reading attractive to women: they almost succeed in making them impossible or at least repulsive. And this inability on the part of unoccupied females to undergo any intellectual fatigue affects not merely their mental development but also their moral constitution and general habits. It is from this point of view that the undue prominence which music occupies in a lady's education can be best justified.

PRICE OF EDUCATION.

Norfolk.

Terms for boarders in select schools.

The terms for boarders in exclusive Norfolk schools, are nominally from 50 to 60 guineas per annum. At the most expensive school the charge is 60 guineas for board and instruction in the following subjects: the English and French languages, geography, ancient and modern history, and general literature. Medical attendance, washing, music, songs, drawing materials, books, and stationery, are specified as the only extra expenses; but if the assistance of masters is required, the school bills may exceed very considerably the sum above mentioned. Thus the charges for masters are as follows:—

	£	s.	d.	
Music - - - -	10	10	0	per annum.
German - - - -	10	10	0	„
Italian - - - -	6	6	0	„
Drawing - - - -	6	6	0	„
Dancing - - - -	5	0	0	„
Writing, arithmetic, and use of globes - - - -	2	8	0	„
Drilling - - - -	1	10	0	„

Practically, however, there is a maximum limit to the amount of pupils' bills even in this school; for if the bills were to exceed a certain sum (say 100*l.* per annum), parents would remove their daughters to London or Brighton schools, or else make some more economical provision for their education at home.

The following programme of terms would represent more accurately the amount which clergymen and professional men, as a rule, pay for their daughters' education at a good provincial boarding school.

Board with English in its various branches, French, German, drawing, music, and singing, with master, for young ladies above 12 years of age, 60 guineas per annum: without master, 50 guineas.

For children under 12, from 35 to 40 guineas per annum.

Laundress, three guineas per annum.

Dancing and Italian the only extras, one guinea per quarter each.

At this school day scholars are admitted, but tradesmen's daughters are excluded.

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These terms are lower than those given under the head of school No. 1. in the appended tables. This latter school is exclusively a boarding school, and the charges for board and general school work as well as for extras will be found to tally with those of the school first alluded to.

In schools of this class the fees charged for day scholars are said to be high, when* compared with those paid at boys' schools. That the schools are intended in the first instance for boarders, and that day scholars are admitted only after selection and, as it were, by sufferance, may be seen from the fact that no proprietor of an exclusive Norfolk school has thought it worth while to state her charges for day pupils, and apparently the terms are not generally specified, as those for boarders always are, in the printed school prospectuses. Casually from the complaints of parents I learnt that the education of a girl of 15 in a school of this class when confined to English, French, and music, never costs less than twenty guineas per annum, and with other subjects, such as singing, dancing, and drawing, it would cost considerably more. This is corroborated by the returns received from a school, which stands, so to speak, midway between those which rigorously exclude, and those which confessedly admit the children of tradespeople. In this school the parents are described as merchants, farmers, surgeons, and solicitors, but the daughter of a first-class local tradesman would probably not be rejected as a day scholar. The charge for general school work is eight guineas per annum, but French, dancing, drawing, and music, are extras, and the fees for French and music alone amount to ten guineas per annum. Singing costs eight guineas per annum in addition, and besides this one guinea per annum is charged for books and stationery, and one guinea and a half for the use of a piano. In the same school the highest bill for a boarder, "in round numbers" is 56*l.*, and the lowest 42*l.* Hence it will be seen that, all things considered, a girl of the upper middle class in Norfolk can be educated more cheaply as a boarder than as a day scholar, and I believe it to be the desire and aim of schoolmistresses in fixing their scale of charges not only to bring about this result but also to convey this impression to parents.

Terms for day scholars in the same schools.

The cost of education at schools where tradesmen's daughters are admitted will best be seen from the following table. I have selected a school from each of the three large towns and one with very reduced numbers, but of much the same character, from a county market town. In the first of the schools the number of

Charges at schools for the farming and trading classes.

* It must be remembered that such schools are free from the competition of endowed schools.

GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

boarders is larger than the number of day scholars, and accordingly the terms for the latter are not specified. In the other schools the day scholars preponderate. There are but few girls in any one of the schools who remain beyond the age of sixteen.

Boarders.	School No. 1.	School No. 2.	School No. 3.	School No. 4.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Board and tuition { Juniors	23 2 0	Under 8 years of age 25 4 0	Under 10 years of age. 26 5 0	Under 10 years 18 18 0
Board and tuition { Seniors	26 5 0	Above 8 years of age 31 10 0	Above 10 years of age. 31 10 0	Above 10 years 21 0 0
Private tuition -	- - -	- - - - - -	- - - - -	- - - 8 8 0
Laundress - -	2 2 0	- - - - 3 0 0	- - - - -	- - - 2 2 0
Pew in church -	- -	- - - - 0 12 0		
DAY PUPILS:				
General school work	- -	{ Under 8 years of age 4 4 0 / Above 8 years of age 8 8 0 }	- - - 8 0 0	- - - 4 4 0
EXTRA SUBJECTS for both classes of pupils:				
Music - -	4 4 0	{ Under 8 years of age 2 2 0 / Above 8 years of age 4 4 0 / With masters from 6 6 0 / " " to 8 8 0 }	- - - 4 4 0	- - - 4 4 0
French - -	4 4 0	Included in general school work.	- - - 4 4 0	- - - 2 2 0
German - -	- -	- - - - 4 4 0	- - - - -	- - - 2 2 0
Italian - -	- -	- - - - - -	- - - 4 0 0	
Drawing - -	4 4 0	- - - - 2 2 0	- - - 4 0 0	- - - 4 4 0
Dancing - -	4 4 0	- - - - 1 1 0	Dancing and Drilling { 3 3 0	- - - 4 4 0
Drilling - -	- -	- - - - 1 10 0		
EXTRAS:				
Stationery - -	- -	- - - - 0 4 0		
Use of Library -	- -	- - - - 0 7 6		
Use of Piano -	1 1 0	- - - - 0 7 6	- - - - -	- - - 0 5 0
SCHOOL BILLS:				
Highest - -	50 10 6			
Average - -	37 14 0	- - - - - -	- - - - -	{ Under 10 years 26 0 0 / Above 10 years 32 10 0 }
Lowest - -	34 7 0			

The school bills returned by the first school in the above table are made up of the following items:

	Highest Bill.	Average Bill.	Lowest Bill.
	£ s. d.	£ s. d.	£ s. d.
Board and Tuition - - -	26 5 0	26 5 0	23 2 0
French - - - -	4 4 0	4 4 0	
Music - - - - -	5 13 0	5 6 0	5 0 0
Drawing and materials - -	6 12 6		
Books - - - -	2 11 0	0 18 0	1 0 0
Use of Piano - - - -	1 1 0	1 1 0	1 1 0
Singing - - - -	4 4 0		
Dancing - - - -	- -	- -	4 4 0
Totals -	50 10 6	37 14 0	34 7 0

It would thus appear that at this school the education of a day pupil of the age of 15, if it include French, music, drawing, and dancing, would not cost much less than 30 guineas per annum, but as a rule the day pupils are the children of parents who dispense with some of the above extra subjects. Music and dancing would

probably be the two generally preferred, and instruction in dancing is only required for one or two quarters.

GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Northumberland.

Charges at the most expensive schools.

The charges at the best Northumberland schools are very much the same as those at Norfolk schools where tradesmen's children are admitted as day scholars. There is a remarkable coincidence between the returns from the best Newcastle school I have seen and those from a Yarmouth establishment which I have described as standing midway between the exclusive and the non-exclusive schools. These two schools are attended by girls of the same social grade. Their parents are either persons of independent but not large means or else professional and commercial men, who do not shrink from contact with respectable tradespeople. The terms for general schoolwork at the Newcastle school are 14*l.* 6*s.* per annum, but they include French; the corresponding charge at the other school, French included, is 12*l.* 12*s.* per annum. So far too as French is an optional subject at this latter school, its terms are cheaper, but its charges for extra subjects are on the whole higher than those at the Newcastle school.

General schoolwork.

Newcastle School.		Yarmouth School.	
German	£6 6 0		£6 6 0
Instrumental music	6 6 0		6 6 0
Vocal music	6 6 0		8 8 0
Drawing	4 4 0		3 3 0
Dancing	3 3 0		4 4 0
Use of piano	1 0 0		1 11 6
Extra charges	0 10 0	Books and stationery	1 1 0

Terms for boarders.

I have already mentioned that the highest and lowest bills for boarders at the Yarmouth school are "in round numbers" 56*l.* and 42*l.* respectively. Those at the Newcastle school (where however there are but four boarders), are 56*l.* 2*s.* and 42*l.* 10*s.* The highest bill is made up as follows:

Board	£30 0 0
Instruction	14 6 0
Music	6 6 0
Laundress	4 0 0
Use of piano	1 0 0
Books	0 10 0
	£56 2 0

At three other schools situated in Morpeth, North Shields, and Newcastle, the highest bills amount, in the order named, to 58*l.* 7*s.* 56*l.*, and 52*l.*, respectively. These schools are, with perhaps two exceptions, the best of their kind, and their charges may be fairly taken as representing the outside price which middle-class parents will pay for a boarding-school education in the county.

GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Table of terms for day scholars.

A synoptical view of the charges for day scholars at the chief Northumberland girls' schools will be obtained from the accompanying table:

School:	General Work.	Writing and Arithmetic.	French.	Music.	Singing.	Dancing	Drawing.	Use of Piano.	Extras.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
No. 1 { juniors	6 16 6	—	2 2 0	- 4 4 0	—	4 4 0	3 0 0	1 0 0	0 8 0
No. 1 { seniors	8 8 0	—	4 4 0	- 6 6 0	—	4 4 0	3 0 0	1 0 0	0 8 0
No. 2 { under 10 years	4 4 0	—	4 4 0	- 6 6 0	- 4 4 0	6 6 0	4 4 0	1 0 0	0 6 0
No. 2 { above 10 years	6 6 0	—	4 4 0	- 6 6 0	- 4 4 0	6 6 0	4 4 0	1 0 0	0 6 0
No. 3 { under 10 years	4 4 0	3 3 0	4 4 0	- 6 6 0	—	6 6 0	6 6 0	0 10 0	1 0 0
No. 3 { above 10 years	5 5 0	3 3 0	4 4 0	- 6 6 0	—	6 6 0	6 6 0	0 10 0	1 0 0
*No. 4 { under 9 years	4 4 0	—	4 4 0	- 4 4 0	—	—	4 4 0	1 0 0	0 10 0
*No. 4 { above 9 years	8 8 0	—	4 4 0	- 4 4 0	—	—	4 4 0	1 0 0	0 10 0
No. 5 { under 8 years	2 2 0	—	4 4 0	- 4 4 0 (Masters)	- 6 0 0	4 4 0	4 4 0	1 1 0	0 4 6
No. 5 { under 12 years	4 4 0	—	4 4 0	8 8 0	- 6 0 0	4 4 0	4 4 0	1 1 0	0 4 6
No. 5 { above 12 years	5 5 0	—	4 4 0	8 8 0	- 6 0 0	4 4 0	4 4 0	1 1 0	0 4 6
No. 6 { under 12 years	6 6 0	—	4 4 0	- 4 4 0 (Master)	Class Singing 1 0 0				
No. 6 { above 12 years	8 8 0	—	4 4 0	6 6 0 (Master)	Class Singing 1 0 0				
No. 7 { juniors	- 5 5 0	—	4 0 0	- 4 0 0	—	4 0 0	4 0 0	1 0 0	0 11 0
No. 7 { seniors	- 8 8 0	—	6 6 0	- 6 6 0	—	6 6 0	6 6 0		
No. 8 { under 10 years	4 4 0	—	2 2 0	- 4 4 0	—	—	2 2 0	0 5 0	0 4 0
No. 8 { above 10 years	6 6 0								

* At school No. 4 German and Italian are stated to be extra subjects at an annual fee of Six Guineas each; but practically there is no demand for either subject at schools of this kind.

GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

A comparison of this table with that above given for Norfolk schools will show that on the whole the education of a first-class tradesman's daughter would not cost less in Northumberland than it does in Norfolk, if only she received regular instruction in music, drawing, and French, in addition to the usual English course. But in practice the cost of her education is often cheapened either by dispensing with some or all of the extra subjects, or by limiting the time during which they are studied. And even in Norfolk the subjects are sometimes taken in rotation, so that a girl will be a French pupil for one half year and a music pupil for another.

Hexham proprietary school.

At Hexham proprietary school the ordinary course includes not only French and German, but even Latin and elementary mathematics; music and drawing being the only extra subjects. Thus a girl sufficiently intelligent and advanced to take advantage of the whole curriculum of study could receive for 12*l.* 14*s.* per annum a more* complete education than any that is offered at a Northumberland ladies' school for a much higher price. And though the quality of the teaching at the proprietary school is not equal to that of the best grammar schools and of some private establishments for boys, it is in many essential respects superior to that of most ladies' schools. The effect of this is observable both in the number and in the terms of the local girls' schools. There are only two in Hexham, containing altogether 70 scholars. Their terms are as follows:

Effect of superior mixed schools upon the number and terms of private schools for girls.

		General school work.	French.	Music.	Singing.	Drawing.	Use of piano.	Extras.
		£ s.	£ s.	£ s.	£ s.	£ s.	s.	s.
School No. 1.	Scholars under 8 years	1 10	2 2	3 3	3 3	3 3	5	1
„	„ above „	3 3						
„ No. 2.	Scholars under 10 years	2 0	2 2	4 4		4 4		
„	„ above „	3 0						

In the same way the existence of the corporation schools at Alnwick and Berwick has apparently checked the number of private schools for girls in both towns. There is only one, and that one of no importance, in Alnwick; but I could not persuade the schoolmistress to give me any information, so that I know nothing either of its numbers or of its terms. At Berwick there are three, two being of more importance than the third. From the best school I have received some answers to the printed schedule of questions, but no statistics, and as I was not allowed to examine the scholars, I cannot speak with any certainty of their numbers, their ages, or the class to which they belong. My impression is that the terms at this school are lower than the average terms of the eight selected above as specimens of the best Northumberland girls' schools. Certainly there are many pupils at the corporation academy who could only be attracted away from it by an offer of accomplishments at moderate prices.

Cheap seminaries.

For the benefit of small traders, clerks, &c., there are in Gateshead and in the various towns of Northumberland some cheaper seminaries taught by females, and attended by little boys as well as girls. In this latter case the school tries to combine the preparatory education of a somewhat better class with the ordinary instruction required by those who remain during their whole course.

* History, however, is not taught at the Proprietary school, and it is rather a prominent subject in ladies' schools.

GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

French is seldom attempted at such schools: in most of them, however, three or four girls learn the piano. This being a luxury is charged for accordingly; but the competition of mixed schools probably reduces the terms for general subjects, though they are still higher than they would be in schools of the same class where boys of all ages are admitted. In some schools the plan of charging separately for the various items of English instruction is adopted. It is an index of a low class of scholars, being more common in "weekly" than in "quarterly" schools. There are, however, no weekly girls' schools, except such as are designed expressly for the children of the poor. The following are the terms at two schools in which no labourer's daughter would be found, but which, nevertheless, are among the cheapest for middle-class girls:—

School No. 1.

		£	s.	d.
Instruction in reading	quarterly fee	0	10	6
Writing and arithmetic	,,	0	2	6
Grammar, geography and history	,,	0	3	0
Fancy needlework	,,	0	2	6
Piano	,,	1	1	0
Do. with singing	,,	1	10	0

School No. 2.

General school work	quarterly fee	0	7	6
Writing and arithmetic	,,	0	7	6
Geography	,,	0	2	0
History	,,	0	2	0
Use of piano	,,	0	2	0
Extra charges	,,	0	0	9

N.B. The charge for music at this school is not specified, but it probably is the usual charge of 1*l.* 1*s.* per quarter.

The quarterly fees at a mixed school, competing with such schools as these, are considerably lower, being not more than 7*s.* 6*d.* per quarter for reading, writing, arithmetic, and grammar. But these girls' schools are smaller and more select; and with the help of a little instruction in music and of some useful instruction in plain needlework they are able to attract a certain number of scholars.

What effect the competition of the various mixed schools whether private, British, national, or endowed, has on the terms of these girls' schools I cannot tell, as I have received no information whatever from Norfolk girls' schools of a similar class. But I imagine that this competition has not reduced the terms so much as it has diminished the number of cheap girls' schools. Certainly they are relatively less numerous in Northumberland than in Norfolk, where if any faith is to be put in local directories there are * three girls' schools for every boys' school. Many, however, of these Norfolk schools are really dames' schools for little boys and girls.

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* White's Norfolk gives the following particulars for the three large towns:—

	Private Girls' Schools.	Private Boys' Schools.
Norwich	54	16
Yarmouth	49	8
King's Lynn	19	8

At Wymondham there is an endowed school, but no private school for boys, while there are four private schools for girls. This may be taken as a specimen of a county town. At East Dereham, there are two boys' schools and five girls' schools available for residents in the town.

Competition among Girls' Schools.

Girls' Schools, Norfolk and Northumberland.

The reason why there are so many of these small day schools is no doubt because tuition is the most respectable, and almost the only, employment open to women whenever they are suddenly obliged to earn their own living; whereas men have a large field of choice, and decide upon their future occupation at a comparatively early age. It was remarked to me by one schoolmaster that the friends of a man, who had failed in various lines of business, often assisted him, as a last resource, to set up a school. But such cases must be exceptional; whereas a lady, unexpectedly called upon to provide for herself or her relations, naturally thinks first of a school, as affording her easiest chance of success. This produces the great competition which certainly exists among *girls' schools, and at the same time explains why the inferior provincial day schools are so small. But it does not affect the quality of the instruction, more especially of the elementary instruction, so materially as might be supposed; first, because the great fault of *all* female teaching is a want of sound method; and, secondly, because the ladies thus suddenly obliged to undertake the duties of teachers are generally sufficiently intelligent and conscientious. As a rule, they are certainly more highly cultivated than the proprietors of corresponding academies for boys, and they also appeared to me to be more earnest in their aims and less sordid in their motives. I am speaking in general terms: there are earnest-minded schoolmasters, who perform their work with a sincere desire to further the best interests of education, but a large number, being either unable to comprehend these interests, or finding their attempts to realize them baffled by the stupidity and unreasonableness of parents and by the many daily cares and annoyances of their school duties, resign themselves to the theory that teaching is after all a business to be conducted, not according to their own judgments, but according to the caprices of the most ignorant and troublesome of their customers. The competition of endowed schools has also produced a more perfect organization of the private school system for boys, and this has led to a recognition of conventional rules and usages in the scholastic profession, not indeed authoritatively established, but still of sufficient force to control and limit the discretion of individual masters. This tends to deaden the aspirations more especially of boarding school proprietors, who are content to run in a groove, acting the part of pedagogues, not of enlightened, independent instructors.

Large number of small day schools.

Tuition the only employment open to ladies.

Schoolmistresses, a fairly cultivated and conscientious class.

Many schoolmistresses aim at a higher standard, though for reasons which I shall presently explain they fail to reach it. I had the advantage of seeing a very large number of Northumberland teachers, as well as some of the most respected schoolmistresses in Norfolk. It is but common justice to state that as a body they

* I have already stated my surprise that ladies do not more frequently keep preparatory schools for small boys only. This is a department for which they are especially well qualified, and both in Norfolk and Northumberland the field of competition is almost perfectly open.

Girls' Schools, Norfolk and Northumberland.

are very brave, persevering, and conscientious in their attempts to discharge irksome and ill-requited duties. In many instances some sudden disaster, caused not unfrequently by the misconduct of brothers or other male relatives, has been the occasion of putting their mettle to the proof; and it might be anticipated that women, who under such circumstances prefer the bread of their own labour to the assistance of friends, are not likely to fail for want of heart. Such persons, however, depending at first on the sympathy and interest of a few personal friends, must be content with small beginnings; and the utmost they can hope to gain from their schools is seldom more than bare existence in a respectable station of life. Other schoolmistresses have been trained, so to speak, for their profession. Having begun life as school assistants or governesses, they have found the means of purchasing an old-established school or have been enabled by the help of friends to set up a new one on their own account. If they possess any administrative talent, their former experience qualifies them to undertake at once the responsibilities of a first-class provincial boarding school, and no doubt most of the best schools of this class, though not all, are in the hands of ladies who have been all their life employed in some capacity or other as teachers.

Visiting Teachers.

Visiting teachers, their duties and emoluments.

The extra subjects of instruction in ladies' schools are generally taught by visiting professors. In Norfolk these are almost always male, in Northumberland they are more frequently female teachers. In the best Norfolk schools the * name and services of an eminent local musician are enlisted for music and singing. The gentleman in question can have any number of private pupils he may wish for, and, consequently, as he is more necessary to a school than the school is to him, his charge is exceptionally high. But, generally speaking, both in Norfolk and Northumberland, music when taught by a master is more expensive than when it is taught by a resident governess. Sometimes the master receives a stipend. Fifty pounds per annum is the sum paid to a gentleman for attending once a week at one of the best private schools in Norfolk. More usually he is paid by receiving from each pupil the whole, or the greater part, of the special fee assigned to his subject. This fee ranges in Norfolk from one guinea to two guineas and a half per quarter; in Northumberland, from one guinea to one guinea and a half or two guineas.

The same mode of payment is generally adopted in the case of other visiting teachers, and, in fact, this practice explains why so many subjects are charged for in girls' schools as extras. But there is not so great or so continuous a demand for any subject as there is for music, and the reputation of masters in dancing, drawing, and languages being more on an equality, the corresponding fees are almost invariably smaller. In drawing the old-fashioned

* In reality, much of the instruction, for which he is supposed to be accountable, is given by a partner or by young male pupils.

masters are likely some day or other to be superseded by teachers from the schools of art. Already the masters of the art schools at Norwich and Newcastle visit some of the schools in the districts around. Thus the Norwich art schoolmaster goes once a week to a ladies' school at King's Lynn, and the Newcastle master gives lessons at schools in Sunderland and Tynemouth.

GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Writing, arithmetic, and what is called the use of globes, are not unfrequently taught by visiting masters. It seems strange, but it is nevertheless a fact, that writing and arithmetic are in some Northumberland schools not included in the general instruction, and in several schools of both counties additional instruction in these subjects is given by male teachers. This is a confession of weakness on the part of female teachers, for which there is too good cause. The men who undertake to teach writing and arithmetic at girls' schools have frequently got schools of their own. As no proprietor of a very successful school could find the time to devote to this extra work, it is generally undertaken by inferior teachers, who are contented with a small remuneration. Thus at a Norfolk school, where the fee for music is 2*l.* 10*s.* per quarter, that for writing and arithmetic is only 12*s.* In Northumberland the services of a writing master can apparently be obtained for a stipend of 6*l.* or 8*l.* For this sum he pays a weekly visit, and thus the remuneration for each visit (10 weeks being allowed for holidays) is just 3*s.* at a school where the writing master's *whole salary* is 6*l.* 6*s.* per annum, while *for each pupil* the music and French masters get 5*l.* 12*s.* and 2*l.* 2*s.* per annum respectively.

SCHOOL ASSISTANTS AND PUPIL-TEACHERS.

General instruction entrusted to school assistants.

The general instruction is conducted by female school assistants, resident and non-resident, and by articled pupil teachers. In Norfolk the female assistants are almost all resident; in Northumberland, as might be expected from the day-school system, a large proportion are non-resident. The subjects taught by school governesses are, for the most part, English, music, and French.

Salaries of assistants.

As the remuneration of a Norfolk school assistant generally includes board and lodging, and that of a Northumberland school assistant does not, the scale current in the two counties cannot be precisely compared. At a very good Norfolk school a French governess (resident) receives as much as 50*l.* per annum, but as the German governess (also resident) only gets from 15*l.* to 20*l.*, I infer that the former, in consideration of her exceptionally large salary, gives music lessons daily, in addition to the weekly lessons superintended by the visiting master. At the best Northumberland school I have seen, the musical governess (non-resident) is paid 80*l.*, while the French (resident) receives 40*l.* per annum. The ordinary remuneration for resident English teachers in Norfolk ranges from 15*l.* to 35*l.*; in Northumberland, from 16*l.* to 25*l.* per annum, in both cases with board and lodging. Non-resident teachers in Northumberland earn from 15*l.* to 35*l.* per annum when their duties are confined to English; if they teach French or music their stipends

Girls' Schools, Norfolk and Northumberland.

would be rather higher, but in that case they are more often paid by fees or by a per-centage on the payments of pupils receiving instruction in their special branches.

The governess' salary at Hexham proprietary school is 60*l.* per annum. She is required to teach music, drawing, and needlework, besides English to junior classes. At Alnwick corporation school the senior mistress, who teaches drawing, also receives 60*l.* per annum; the junior mistress' salary is 35*l.* The sewing mistress at the Berwick academy is paid 40*l.*, and her assistant 25*l.* per annum. The mistress at Haydon Bridge grammar school is one of the best paid female teachers in Northumberland; she gets 70*l.* per annum, with a house and other allowances, but out of this sum she is obliged to provide an assistant. Her duties are confined to teaching the essentials, with sewing.

Pupil teachers.

In several Northumberland schools the services of pupil teachers are employed. Generally they receive no pecuniary remuneration; merely lessons in French, music, and other subjects. In one school, however, they have 8*l.* per annum each, in addition to the above advantages, and at the best Newcastle school I have seen, where the scale of remuneration is unusually high, a pupil teacher (non-resident) receives 20*l.* per annum.

The expense of female assistance in private schools for girls, as will have been seen from the foregoing statement, is not great, but it is as much as most schools can bear. There is an ample supply of teachers ready to take employment at the current prices, although the proportion of them to pupils is larger in girls' schools than in boys' schools. Of their efficiency I could only judge in a very rough way, but I suspect that many of them are not qualified to teach more than the elements, with needlework and rudimentary music. They are engaged really to look after the scholars, and in boarding schools, as I have already stated, their trustworthiness and discretion are of more importance than their intellectual attainments, or power of teaching. Private day schools, again, cannot compete with Government schools in securing the services of trained teachers. "The profits of this school," writes one of the best schoolmistresses in the northern part of my district, "are too small "to afford the assistance of properly trained teachers and to procure "fitting apparatus and books." This, I have no doubt, is one great difficulty with many proprietors of ladies' schools.

Difficulties experienced by Schoolmistresses.

The difficulties experienced by boarding schoolmistresses have been already described, and it is unnecessary to refer to them again. Those incidental to girls' day schools are much the same as in the case of boys' schools. Irregularity of attendance, detention at home for slight reasons, unpunctuality in returning to school after vacations, one and all, were specific subjects of complaint at various schools, and there was almost a universal concurrence as to the foolish conduct of many parents, their excessive indulgence of

Want of home co-operation.

their daughters, their refusal to co-operate with teachers in enforcing attention and discipline, their unwise preference of the ornamental branches of instruction.

GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Although to a stranger visiting a girls' school girls appear more manageable than boys, yet the difficulties arising from the dispositions of children are probably as much felt by schoolmistresses as by schoolmasters. I have already recorded the unfavourable judgment passed on school girls by one experienced teacher; another, speaking of the daughters of professional men, farmers, and first-class tradesmen, states in her replies to the printed schedules that one of her chief difficulties arises from the want of truthful and honourable principle among children. No proprietor of a boys' school has ever hinted at any difficulty of this nature; on the contrary, schoolmasters are prone to excuse or gloss over irregularities and violations of good order by expatiating on the manly and straightforward spirit of the offenders.

Dispositions of girls.

There is, however, a difficulty peculiar to an inferior class of girls' schools to which my attention was drawn by more than one teacher in different towns of Northumberland. Among small shopkeepers it is not unusual to send a girl to school at the age of five or six, to withdraw her from school at the age of nine, and then to send her again at the age of 13 for a year or two—"to finish." Between the ages of nine and 13 a girl can be of much use at home in nursing and looking after younger children. One teacher, who had rather a large school attended exclusively by children of this grade, stated that the youngest sisters at her school were always better trained than the oldest, because they remained uninterruptedly from the time of their first coming. The same complaint in substance, though in a slightly different form, was made in a Northumberland county town by the proprietor of the best local girls' school. "A girl," she said, "whose parents only "keep one servant, is constantly removed from school *for a whole* "*quarter* on the pretext that her mother is likely to be very busy, "or is ill, or expecting her confinement; the girl, meanwhile, "being required to take charge of her brothers and sisters." In this single respect a system of quarterly prices is found to work disadvantageously. Since the institution of infant schools and "pounds,"* labourers' daughters are not so liable as tradesmen's daughters to be called away from school for reasons of this nature.

Difficulty peculiar to inferior Northumberland schools.

AGE OF SCHOLARS.

The age of girls in Northumberland schools ranges from seven or eight to 16 or 17; 17 is the maximum age. From the conflicting answers of schoolmistresses it is impossible to determine

Northumberland.

* This, however, is not the case in Marshland and other Norfolk districts, where the gang system prevails; for if a labourer's daughter does not work in the fields, her mother does, and the daughter in that case supplies the mother's place at home.

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whether most of their scholars come direct from home, or from some other school; nor are they agreed as to the relative merits of home and early school training, but in conversation with ladies conducting what may be called the "finishing" schools of the district, I learnt that the best grounded scholars came from rural parish schools. In these superior "finishing" schools there is a fair proportion of older girls, aged from 14 to 17, who come especially for French and music, but the majority of the scholars are young, joining school at the age of seven or eight, and remaining sometimes nine or 10 years. At the inferior schools the oldest girls are 14 or 15 years of age; but as their education has been frequently intermitted, and sometimes seriously interrupted for two or three years, they very seldom advance beyond subjects attainable by a girl of 10 or 11.

Superior schools.

Inferior schools.

Norfolk.

In Norfolk I have seen no schools of this inferior grade, and my experience is confined to schools of two kinds, viz., the exclusive boarding establishments (with or without select day scholars) for gentlemen's daughters, and the farmers' boarding schools which admit respectable tradesmen's children as day pupils. These latter correspond in most respects to the best Northumberland schools, both as regards the age of their oldest scholars, and the general course of instruction; their scholars, however, as a rule, are rather older when they first come to school, and remain only six or seven years at the outside; moreover very few of them have had the advantage of elementary instruction at parish schools, and the boarders have invariably been taught by governesses at home. The unanimous opinion of schoolmistresses confirms that of schoolmasters as to the inefficiency of this early home tuition.

Schools for tradesmen's children.

Select boarding establishment.

The boarding establishments (with or without select day scholars) for gentlemen's daughters contain a far larger proportion of senior pupils than any other girls' schools. The scanty returns I have received give little evidence of this fact, but it strikes a visitor at first sight. Moreover at the oldest established and most expensive school in Norwich the charge for board and instruction is irrespective of the pupil's age, a sure sign in itself that the school is intended chiefly for older girls. At the largest and most important boarding school in the county, where there are no day scholars, there were on the day of my visit 29 boarders; of these, 10 or 12 were under 14 years of age, the youngest being eight, but an actual majority were above 16, and four or five were young ladies of 19 or 20.

SUBJECTS OF INSTRUCTION.

The constitution of a school, both as regards the age and the social condition of the pupils, materially affects the subjects of instruction. As these two elements of age and rank are different for the two counties, and not uniform for schools in the same

county, I shall give a tabular statement* showing the comparative number of students in either county who are receiving instruction in certain selected subjects. I have omitted some of the subjects particularized in the printed forms, viz., religious knowledge, physics, English literature, reading, and writing. As for reading and writing, the number of students in these subjects is in Norfolk always, and in Northumberland almost always, identical with the number of scholars in any particular school. The only exceptions arise from the presence of very young children who learn reading but have not commenced writing. My reason for omitting the other three subjects is that their insertion in the list would only tend to mislead. Religious knowledge may be made to comprise everything from the simple reading of the Testament to a systematic course of instruction in scripture history and Christian evidences; and the mere reproduction of a schoolmistress' figures does not show what amount of instruction is included in the term. Again, physics and English literature, when studied at all, are studied in an incidental and cursory fashion, and a schoolmistress, anxious to make a good show of subjects, might justify herself in returning as students those whose only acquaintance with the subjects in question is derived from meagre manuals and occasional reading lessons.

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Reasons for omitting certain subjects.

TABLE of the Number of Students in Norfolk and Northumberland schools receiving instruction in certain specified subjects.

Comparative tables, showing the number of students in certain subjects.

County.	Total No. of Schools.	Total No. of Scholars.	Latin.	French.	German.	Italian.	Arithmetic.	History.	Geography.	English Grammar.	English Composition.	Instrumental Music.	Solo Singing.	Drawing.	Calisthenics.	Dancing.	Needlework.
Norfolk - -	6	155	4	101	20	4	152	139	147	141	97	125	23	24	27	17	126
Northumberland -	14	468	0	106	4	0	402	307	304	332	145	158	5	51	0	25	294

The above table, however, conveys but a very confused impression of the subjects most in demand among *different classes* of persons in either county, and I shall therefore endeavour to distribute the results according to what may be considered the social rank of the schools.

The exclusive Norfolk schools for "gentlemen's daughters," I shall designate as schools (A), those in the same county for the children of merchants, lawyers, farmers, and first-class tradesmen, I shall call schools (B). The higher class of Northumberland

* The loose manner in which several of the statistical forms have been filled up has compelled me to reject some returns and to interpret the meaning of others as well as I could. But I have no doubt about the substantial accuracy of the figures in my tables.

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schools, which may be placed in the same category as the Norfolk schools (B) I shall call schools (*a*), and the inferior Northumberland schools, schools (*b*). As usual, it is more difficult to draw the line between the Northumberland than between the Norfolk schools, but I believe the following table is sufficiently accurate in this respect:

—	Total No. of Schools.	Total No. of Scholars.	Latin.	French.	German.	Italian.	Arithmetic.	History.	Geography.	English Grammar.	English Composition.	Instrumental Music.	Solo Singing.	Drawing.	Callisthenics.	Dancing.	Needlework.
Norfolk Schools (A)	2	48	4	44	16	1	45	45	45	45	27	45	16	15	21	0	26
Norfolk Schools (B)	4	107	0	57	4	3	107	94	102	90	70	80	7	9	6	17	100
Northumberland Schools (*a*)	7	203	0	96	4	0	250	222	214	226	79	122	3	46	0	12	116
Northumberland Schools (*b*)	7	205	0	10	0	0	152	85	90	106	66	36	2	5	0	13	178

N.B.—The difference between the total number of scholars and the arithmetic students represents the number of very young children who are learning to read, spell, and write. In the case of schools (*b*) it will be seen that this number is about 25 per cent. of the whole body of scholars. Some of these younger children learn needlework, though they do not learn arithmetic. Such as do no needlework are really just emerged from infancy, and are engaged still with the alphabet.

Remarks on the above tables.

It will be useful to add a few explanatory comments on each subject.

Latin.

(I.) The four students in Latin all belong to one school; but I examined two other Norfolk schools (from which I have received no statistics) where an attempt was made to teach the language to some of the girls.

French.

(II.) The number of students in French varies directly as the social rank of the schools in either county, and is relatively far larger in Norfolk than in Northumberland schools of the same grade. This will be more apparent if the best Newcastle school (which is really a better school than any in classes (B) or (*a*)) be separated from the rest. The number of pupils at this school is 42, and all of them learn French. Thus a somewhat juster comparison of schools (B) and (*a*) is given by the following figures:

	Total No. of Pupils.	French Pupils.
Schools (B)	107	57
Schools (*a*)	221	54

German.

(III.) Except at the most important Norfolk school, which furnishes 14 students, the German language practically is not taught at any Norfolk or Northumberland schools from which I have obtained information.

Italian.

(IV.) Italian is not studied as a language: it is ancillary to solo singing.

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(V.) Arithmetic, history, geography, and English grammar call for no special remarks except that (1) in Northumberland schools arithmetic and grammar take a more decided precedence of the other subjects than appears even from the tables: and (2) the study of history assumes increased importance according to the social rank of the schools and the age of the scholars. Arithmetic and English.

(VI.) It will be seen that English composition is more practised in Norfolk than in Northumberland. This is partly owing to the fact that in Northumberland much less work is committed to writing than in Norfolk: and moreover there are many more senior girls (relatively speaking) in the latter county.

(VII.) Instrumental music being practically the crowning subject of instruction in all girls' schools above a certain rank, the proportionate number of students in this subject follows the order of schools as arranged in the table. The only point requiring explanation is why, upon this supposition, there is so much difference between the numbers in schools (*B*) and (*a*). The answer is (1) the quota of young children in the latter schools is larger, because children of their age in Norfolk are more frequently taught by home governesses; (2) the popular prejudice in favour of female accomplishments is not so strong in Northumberland. Instrumental music.

Solo singing is an exceptional luxury requiring no notice, and class singing is a subject depending less on the demand of parents than on the special taste of teachers.

(VIII.) The number of drawing scholars is small in every description of school, (1) because most parents, who look on music as indispensable, do not place the same value on drawing, and will not pay the expense of two "extras" at the same time; (2) because a girl, who has no aptitude for drawing, cannot be made to produce a sketch as she can be made to strum a tune. In Norfolk, moreover, the teaching of the schools of art has not yet penetrated to its full extent into ladies' schools, all educational agencies connected with "Government" being less popular with the middle classes than they are in Northumberland. No account, too, is taken in the private school returns of girls actually attending the schools of art for instruction in drawing. Drawing.

(IX.) The proprietor of the most important boarding school in Norfolk objects to dancing: hence it is not taught at her school. Callisthenics are the substitute for it, though at one school, belonging to class B, both dancing and callisthenics are taught. At some schools girls requiring to learn dancing are allowed to take their lessons at some dancing academy instead of in school: and this helps to account for the small number returned as learning this accomplishment. Besides, some parents may object to it: and thirdly, one or two courses of lessons are often found sufficient for all practical purposes. Dancing and callisthenics.

(X.) Needlework is more extensively taught in schools (B) than in schools (*a*), because in the former schools there are several boarders who have no opportunity of practising their needles Needlework.

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except at school.* In the better day schools of Northumberland the subject apparently is not included in the course of studies because the time of the pupils is thought to be better employed upon French and music, and moreover sewing can be learnt at home. In schools (*b*) there is little or no French instruction and not much music, these subjects not being deemed necessary for a small trader's daughter, whereas needlework is most essential. It is therefore learnt by a very large majority of the scholars, whose mothers, being fully occupied with shopwork, &c., cannot superintend their instruction in this branch at home. Needlework forms part of the course for girls at the three important mixed schools of Alnwick, Berwick, and Hexham; but not at private mixed schools conducted by male teachers. I incline to think the more ancient practice in this district was to treat the subject as one for home teaching; but at present all schools, which enter into competition with Government schools, must include it in their course or run the risk of losing their female scholars.

QUALITY OF THE EDUCATION GIVEN IN GIRLS' SCHOOLS

It now remains for me to notice the quality of the education given in girls' schools. So far as the elementary and general branches are concerned (among which I include not only the essentials, but also history, geography, and grammar) there is a remarkable uniformity of method and a corresponding resemblance of result in all schools conducted by female teachers, whether in Norfolk or Northumberland. In schools of different grades where the number of subjects attempted varies, the time devoted to each and the degree of proficiency attained might be expected to vary too. But it does not to any great extent, for where there is less music and French taught there is more needlework, and *vice versa*. In fact, in the inferior Northumberland schools sewing monopolizes almost the whole afternoon's work; and as the superior schools have, generally speaking, a more intelligent and cultivated class of scholars as well as a larger staff of teachers, their results even in the instrumental and preliminary branches are, as a rule, more satisfactory than those of the inferior schools. This is especially the case in the subject of history.

Reading, Writing, and Spelling.

Reading and spelling satisfactory.

Having elsewhere observed that even in mixed schools girls read better than boys, and that reading seems to be especially well taught by ladies, I need only add that in this respect girls' schools are quite satisfactory. On the other hand girls do not write so well as boys, nor do they ever attempt the feats of penmanship which are to be seen in writing schools. The special object of

* In boarding schools "instruction in needlework" sometimes only means that girls are required to mend their own articles of dress. This may be done with or without supervision or formal instruction.

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teachers and pupils in this art is to produce the slanting angular style of running hand, which makes a woman's writing often more distinguishable than legible. Although in mixed schools I should say that girls do not usually spell so well as boys, in ladies' schools this defect is carefully attended to and almost always fairly eradicated, at least in the case of ordinary and familiar words. In Norfolk, schoolmistresses complain as schoolmasters do of the state in which they find pupils trained by governesses at home, and orthographical lessons in one form or another take up a great amount of time and attention in Northumberland as well as in Norfolk schools. The method of teaching in girls' schools is favourable to all lessons which must be learnt by rote: and I should say that at a superior ladies' school girls at the age of 16 are, with a few hopeless exceptions, able to spell with creditable correctness. In the Norfolk schools especially frequent practice in composition and letter-writing gradually makes the older pupils almost faultless in this respect. But that there is much to correct before this stage is arrived at is certain not only from the complaints of schoolmistresses, but also from the dictation exercises which I have received from girls aged from 9 or 10 to 12 or 13.

Arithmetic.

Arithmetic unsatisfactory.

Still the results of the teaching in girls' schools would so far present a favourable comparison with those in boys' schools. But it would be an affectation of politeness to say a word on behalf of the arithmetic taught by ladies. It is always meagre, and almost always unintelligent. The following is a synoptical table of the results of an examination paper in that subject. It was answered by 156 girls belonging to 26 schools, 23 in Northumberland, and three in Norfolk. But as the papers from 10 of the schools gave evidence of some communication between the pupils, I have confined the tabulation to the results of the answers received from 16 schools which are above suspicion:

TABLE showing the results of answers in Arithmetic.

Total Number of Pupils.	Notation, Two Sums.			Simple Multiplication and Division, Two Sums.			Compound Multiplication and Division, Two Sums.			Proportion.				Practice, One Sum.		Vulgar Fractions, Three Sums.			Decimals.			Square Root, One Sum.		Interest, Two Sums.			Average Age of Pupils.
										1st Question.		2nd Question.														
	No. of Pupils attempting Questions.	No. of Questions attempted.	No. of satisfactory Answers.	No. of Pupils attempting Questions.	No. of Questions attempted.	No. of satisfactory Answers.	No. of Pupils attempting Questions.	No. of Questions attempted.	No. of satisfactory Answers.	No. of Pupils attempting Question.	No. of satisfactory Answers.	No. of Pupils attempting Question.	No. of satisfactory Answers.	No. of Pupils attempting Question.	No. of satisfactory Answers.	No. of Pupils attempting Questions.	No. of Questions attempted.	No. of satisfactory Answers.	No. of Pupils attempting Questions.	No. of Questions attempted.	No. of satisfactory Answers.	No. of Pupils attempting Question.	No. of satisfactory Answers.	No. of Pupils attempting Questions.	No. of Questions attempted.	No. of satisfactory Answers.	
104	100	154	105	102	202	172	92	175	130	53	30	47	20	25	18	11	18	7	0	0	0	2	2	18	22	0	10-

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From this table it will be seen that (approximately)

One girl out of Five			failed in Simple multiplication and division.
Seven	-	Eighteen	- Compound multiplication and division.
One	-	Two	- Notation.
Five	-	Seven	- Proportion.
Five	-	Six	- Practice.
Fifty-two	-	Fifty-three	- Vulgar fractions and square root.
All	-	- - - -	- Decimals and interest.

The paper itself is printed in another part of my report. It was framed on the model of the Cambridge Local Examination papers for juniors. I feel confident that if the same number of boys of like ages were *selected* (as these girls were) from schools such as Norwich commercial and King's Lynn grammar schools 50 per cent. would answer nine out of the 13 questions correctly in the time assigned to the paper. But of the 104 girls only four obtained credit for eight questions, the maximum figure of merit attained, while 59 did not get credit even for three questions. The result of the written examination does, however, differ in some particulars from my experience of *viva voce* performances in the schoolrooms. It would appear from the table that proportion is more successfully taught than interest or practice. This is not the case. Owing to the simple nature of the questions and their priority of order on the paper more girls attempted them, and attempted them with success. But proportion is really not understood at all, whereas two or three girls may possibly give some account of the processes in a practice sum. Interest again, though not understood, is often successfully worked. The last question in the paper was attempted by 13 girls, eight of whom found the *interest* correctly, but got no credit because they neglected to find the *amount*. And this leads me to remark that girls are not only much more inaccurate than boys, but they are slower and more "puzzle-headed" over their sums. I believe that the subject is the most unpopular of all taught in girls' schools, and considering how it is taught this is not surprising. So completely are the minds of girls abstracted from their arithmetical work that they are quite unconscious of the absurdity of an answer which is obviously contrary to all sense and reason. I refer only to female teaching in arithmetic, and a significant proof of the deficiencies of schoolmistresses in this branch will be seen by a comparison of the performances in arithmetic at the two corporation schools of Alnwick and Berwick. In the former school the girls are taught by a mistress, in the latter by masters. The papers of the Alnwick girls were the worst I have ever seen. Out of 46 sums only five were perfectly satisfactory, and 39 were utterly worthless. A simple question in notation elicited one correct and * eight incorrect

* The question was to "subtract one thousand and one from one hundred million forty thousand seven hundred and six."

The following are the eight incorrect results, transcribed exactly as I received them :—

1.	100,040,706	2.	10000000040706	3.	100,0000004076
	000,101,000		1001		1001
	100,939,706		10000000039605		100,0000003075

answers, and the latter differed from one another by trillions. The Berwick girls passed a creditable examination and proved themselves to be decidedly superior to the boys at the same school.

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Schoolmistresses employing the services of visiting masters in arithmetic seem virtually to admit their inability to teach it. That many who depend upon themselves are equally incompetent in this respect may be inferred from the above table, but this becomes distinctly manifest on a close inspection of girls' schools. The black board is not in sufficient requisition; sometimes it does not exist at all. Without it all teaching of arithmetic for purposes of mental improvement is a pretence, and even a black board is of no service if a teacher cannot explain the meaning of rules in clear and simple language. No explanation is satisfactory which does not discard technical words occurring in the rule itself, but schoolmistresses only explain by reiterating, or making their pupils reiterate, the rule, and then imploring them "to think a little." The truth is, that all persons who have themselves learnt arithmetic under the girls' school system are incapable of explaining a subject of which they have but a scanty knowledge, and no clear conception. If further proof were needed of female incapacity in this matter, it would be furnished by a glance at the text-books generally in use. They contain rules which defy all sound principles, being adapted to a rule-of-thumb treatment of the subject. Even in this they seem to fail. Certainly* girls in ladies' schools exhibit none of the mechanical dexterity in the use of figures which many boys acquire. As a specimen of these text-books (which would be valueless if the answers were not appended to the examples) I would instance one I found in a Norwich school. On examining a girl's slate I came upon this question: "If 15 clerks can do a piece of work in 52 weeks, in how many weeks will six clerks do the same?" The statement ran thus: as 15 : 52 :: 6 :

Inability of schoolmistresses to teach arithmetic.

I remarked that the statement was incorrect, but was triumphantly refuted by an appeal to the book, which actually prescribed that mode of statement. After this, my suggestions to adopt a true form of statement were of no avail, the mistress

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4. 140706 / 100001 = 40706

5. 1000,000,000,4000,706 / 1000,001 = 1000,000,000,3000,705

6. 100,000000,40,706 / 1001 = 100,000000,39705

7. 100,000000400000007006 / 10001 = 1000000003999999997005

8. 100,000000,40000,706 / 1001 = 100,000000,38999,706

The following will serve as a specimen of a reckless answer in commercial arithmetic sent up by a girl. There are several others among the papers I received from girls' schools such as no boy would dream of accepting as an answer :—

If a lb. of tea cost 5*s.* 6½*d.*, what will 27½ lbs. cost? Answer 110*l.* 18*s.* 4*d.*

* It was remarked to me in Northumberland that the reason why women were not more frequently employed in shops and offices was because of their inaptitude for figures.

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evidently knowing no more of "the inside" of the subject than any of her pupils. I doubt whether one girl in three leaves a Norfolk or Northumberland ladies' school able to "work out" a rule of three sum which requires the slightest effort of thought. Many young ladies of 19 or 20, in many respects well cultivated, never get beyond the compound rules, and regard a compound division sum much as a Cambridge mathematician of the same age would regard a difficult differential equation. The last compound rule is in fact the greatest height of pure and exact reasoning which they attempt to scale. As for the theory and practice of fractions and decimals they are far beyond the unaided capacities of most teachers, and of all learners in girls' schools.

English Grammar.

Grammar unsatisfactory.

The same ignorance of principles and reliance on rules is observable in the treatment of grammar. In this subject I have had good papers from two Northumberland schools, and individual instances of intelligent work from four or five others. The best papers showed a fair amount of knowledge, combined with some power of precise expression. From one school I got intelligent rather than correct work. The best pupil in this subject, as also in arithmetic, belongs to a school which has otherwise distinguished itself by the strict honesty and bad quality of its written performances. One or two schools evidently attached more importance to analysis than to parsing. The scholars in such schools knew little of either one or the other. The confusion of thought created in the mind of an intelligent girl by a premature study of analysis is very evident from the indiscriminate use of abstract terms, even in some of the best papers. To stupid girls, analysis might as well be taught in Hebrew as in English. One such girl in a Norwich school, which has sent me work very much above the average in point of intelligence, writes the word "*predegate*" four times in the course of a single answer.

Generally speaking, the written papers in this subject convey a less favourable impression than the *vivâ voce* examinations did. In this respect they differ from the papers on arithmetic. Not to mention the very loose spelling of many girls who wrote their dictation exercises fairly enough, there are more indications of parrot-like learning of grammar than I had expected to find. It must be remembered that few or none of the examinees had ever sat down to answer an examination paper before, and the novelty of the experiment may fairly be taken to excuse some blunders. But it is incredible how many girls from nearly every school write down such answers as the following:

Question. "How do nouns substantive form their plural number?"

Answer. "Sometimes by changing a vowel, as *ox, oxen.*"

Or again, "when the final *y* is preceded by a vowel it is not "changed into *ie*, as *day, daies.*" To the question, "How is the

past tense of verbs formed?" I have received a vast number of answers, more or less like this one, "By adding *d* or *ed*, as *sing, sang.*" Few ever mention what the affix is added to. One girl answers the same question simply thus: "more, most." I do not quote this solely for its gross absurdity, but because it illustrates the inarticulate style of *vivâ voce* answering, which passes uncorrected not only by female teachers, but by many trained masters. They are content with an ejaculation, however slovenly and unprecise, provided it affords evidence that a question is correctly apprehended. GIRLS' SCHOOLS, NORFOLK AND NORTHUMBERLAND.

Such faults are less liable to be noticed in a catechetical examination, and for this reason probably I was more satisfied with the grammar in schoolrooms than I have been with the papers on that subject. But even *vivâ voce* questioning lays bare many faults peculiar to female teaching, especially when a real difficulty requiring reflection presents itself. Nor is the ordinary parsing so satisfactory as it was in some Northumberland boys' schools, where the masters had a real taste for grammatical investigations, and more knowledge to guide them than female teachers possess. In one or two instances I met with ladies whose study of grammar was accompanied by habits of independent reflection or research, but most schoolmistresses follow Lennie blindly as their infallible guide. At a school of good reputation in Norfolk, Linley Murray was still in daily use, and a more profitless expenditure of time than the grammar lesson I there heard it is impossible to conceive. Where no parsing is practised, and grammar is learnt in small morsels of letter-press repeated daily or weekly, it is only astonishing that any child should ever be able to distinguish between a noun and a verb.

Geography.

As in grammar, so also in geography and history, the girls' paper-work was less satisfactory than their answers by word of mouth. In geography the chief fault was in the spelling of names of places. It is a result of the practice of oral teaching, a practice in itself to be encouraged, and a little care and attention would suffice to remedy it. In this respect no school was absolutely faultless, but the Northumberland schools in which no work is committed to writing were worse than those in Norfolk. In some of the former the pupils' mistakes were both gross and numerous. I subjoin a few specimens taken at random. It would be easy to add to the list, and several of the mistakes were repeated by two or three girls. Spelling of geographical names defective.

Britian.	Chatam.	Corsaca. / Corsicia.	Sibearia.
Nolfolk.	Giberalter.		Ariba (Arabia).
Sufolk.	Berling.	Manorca.	Calafornia.
Succex.	Sardinaer.	Ivaca.	Amarica.
Duram.	Siciley.	Cypress. / Sypress.	&c. &c.

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And one girl, evidently copying from her neighbour, writes Oder and Elbe in one word *Orderandable.*

It must be mentioned, however, that boys' schools were not submitted to this test, and it is highly probable that many of their scholars, especially in Northumberland, would have committed similar blunders.

Oral examination in geography more satisfactory.

With this very important exception the knowledge of what is called political geography was on the whole satisfactory in girls' schools. The subject is a popular one with children, and whenever there are sheet maps on the walls of a school room it can be made equally interesting and instructive. But in some respects female teachers are less apt in teaching geography than male teachers. Being less familiar with political and commercial topics of the day they do not so frequently seize the opportunity of interesting their pupils in localities to which passing vents may assign a special significance. Again, they do not eigh the relative importance of geographical facts, and trusting oo much to their text-books ask questions rather about things ittle known than about things worth knowing. Some of the nswers to a question concerning the productions of countries ould scarcely have been given at boys' schools of a correspondng rank. "We obtain cotton from *Scotland*" is an instance in oint, and there were not a few of the same kind.

Physical and mathematical geography, as they are termed, are bjects which it will be more convenient to notice in connexion ith some other favourite subjects of girls' schools. But with reard to the latter, which is professedly considered of great imortance, I may remark that children are apt to commit blunders f two different kinds. They either form some conception, partly orrect but so hazy that they cannot express it in precise language, r else they form no conception at all, but learn by rote the deinitions with which the subject abounds. In the latter case they requently misapply the definition. "The north pole is the exremities of the globe" is an instance of the first kind of fault; an isthmus is a piece of land wholly surrounded by water," an nstance of the second.

History.

History an important subject in girls' schools.

It will be seen from the table of subjects above given that the number of students in history is comparatively large at all classes of girls' schools, and far larger in proportion than that in boys schools. Sometimes they even outnumber the students in geography, which is never the case at a boys' or mixed school. Whenever the subject is confined to English history a fair knowledge of the outlines with dates is often acquired, and certainly as a rule schoolgirls at the age of 14 or 15 know a great deal more of these things than schoolboys. The amount of historical details learnt is necessarily limited, the instruction being imparted by the aid of handbooks and abridgments. It is the custom at some schools to make the pupils draw out chronological tables and lists of chief events. These are entered in a book and repeated from

memory at certain intervals. Mnemonic processes of a less legitimate kind are sometimes resorted to, and the result is that a girl questioned *viva voce* as to the date or locality of an event and the names of persons taking part in it will often answer with great readiness and accuracy. This partly explains why I was disappointed with the written papers. Two questions asked for something more than a bare enumeration of names and dates, and they were very imperfectly answered. The spelling moreover was worse than it should have been.

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In the boarding establishments for older girls much importance is attached to history, but this is shown rather by increasing the range than by improving the quality of the instruction given. At several schools an attempt is made to extend the subject to its widest limits. A girl of 16 cannot grasp the outlines of universal history and at the same time master the details of particular and important periods. Hence standard works are not studied. In one school, it is true, Rollin's history was in use, but I was not permitted to examine the pupils and cannot therefore compare the results with those of other schools where all the historical instruction was derived from manuals and catechisms. Some teachers, however, tax their own industry or that of their pupils in attempts to analyse and arrange the facts of history for themselves. One lady, for instance, had constructed an ingenious and laborious chart, with coloured ramifications to explain the growth of empires and dynasties, the whole interspersed with dates, names of persons, and tabulated lists of events. Thus in one sheet was portrayed a general sketch of all recorded history from the creation of the world. When any event was named the pupil had only to point to the proper spot on the chart and to state the exact year in which the event occurred. Correctness of locality and epoch was verified by the position of the girl's finger on the figured map. At another school the pupils were employed for weeks or months in filling up immense copybooks, printed and ruled expressly for the purpose, so that by a co-ordinate arrangement of the countries which had been famous in different ages of the world all contemporaneous events and personages of importance could be registered synoptically. To every decade of modern times a considerable space was allotted, and in some of the pupils' books these spaces were crammed with facts and names. As the centuries receded the same amount of space became sufficient for a longer interval of time. These books also started from the creation, the entries in the earlier pages being of course few and far between.

Superficial study of history.

I have entered into these details because the treatment of history in girls' schools conveys the best idea of the aim and method of instruction adopted by schoolmistresses, while it is at the same time the subject on which the largest amount of female mental labour is expended. Even when taught entirely from books it is made to exercise the memory of girls to an extent unattempted in schools for boys of the same age, whose memory is allowed a comparative rest as soon as the cultivation of their reason and judgment begins.

Aim and method of teaching in girls' schools illustrated by the teaching of history.

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Mangnall.

To a person acquainted with the course of advanced study in a classical boys' school, a glance at the contents of such a book as "Mangnall's Questions" will explain the essential difference between the means adopted for the mental culture of boys and girls after the age of 15. Although there are better handbooks of history now in use at several girls' schools, Mangnall has exercised in its time a great influence on the present generation of female teachers, and still retains its popularity in many schools. If it did not originally determine, it has done much to perpetuate, the conditions now considered most essential for the intellectual training of young ladies. Girls, I believe, find the book amusing to read, but oppressive to learn. It contains a curious mixture of formal old-fashioned matter and really useful information, mostly set down in the form of question and answer. The historical and biographical portions occupy about 450 pages, and traverse the whole area of history from the accepted date of the deluge. To a student of history, acquainted with the original authorities or other standard works, an accurate knowledge of Mangnall's contents, if previously obtained at school, would be of service so far, that it might refresh her flagging memory on chronological points and other such minutiæ: but a girl, whose only notion of ancient history is likely to be derived from this source, gets confused by a multitude of names, which have for her no individual reality or special interest. Again, in books of this, and even of a far better stamp, there is no opportunity of discussing the degree of credibility due to each historic period. Everything recorded, be it myth or fact, is treated with the same consideration and respect. One lady indeed preferred the Assyrian and Babylonian monarchies as the most instructive of all eras: and her mode of questioning showed that she did not regard the authentication of facts as a matter of any importance. Dates were asked for in the most random order; * Cæsar's invasion of Britain slipping in between the deluge and the siege of Troy. Indeed, as I have mentioned in another part of my report, the legendary heroes of antiquity attracted more attention than real historical characters. The imagination of a girl dwells rather on the siege of Troy than on the Peloponnesian war: and the legend of Tarquin the Proud is nicer reading than a chapter summarised from the letters of Cicero.

Philosophical aspect of history disregarded.

The philosophical aspect of historical studies is equally lost sight of. The sequence of events, the connexion of antecedent causes, their ultimate effect on the destinies of mankind cannot form part of this treatment of history. But this is partly due to the age of the scholars. What is chiefly to be regretted is, that at an age when an intelligent young woman might be initiated in a course of rational and laborious study, so as ultimately to acquire a taste for critical research and an insight into the philosophy of

* The same peculiarity is observable in Eve's Questions, a book much in use in ladies' schools. Specimen exercises from this text book will be found in Appendix I. (p. 629), which also contains a summary of Mangnall's contents.

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the subject, her time and energies are frittered away upon a miscellaneous collection of small facts, legendary, historical, biographical, astronomical, scientific, and general, all useful to know, but yet incapable of being combined and organized into a means of strengthening and hardening the intellect.

Results of the method of teaching adopted.

That this method of teaching does in a large number of instances fail of its direct object is *a priori* probable. Though I have no written evidence of this, the *viva voce* examination in some schools sufficed to show the worthlessness of such book learning crammed by rote. A fair analogy moreover may be drawn from the answers sent to an English history paper. For the system produces the like defects, whether it be applied to a limited subject for juniors or to a more extended one for seniors. The older girls would not commit orthographical blunders, and their general intelligence would be greater: but the same unreal knowledge and confused blundering would expose themselves in spite of vague language and ambitious phrases.

The following are taken at random from the performances of various scholars at different schools. They are transcribed *literatim*. It would have been easy but tedious to add to the collection.

Lord Bacon. Henry III. He discovered a great many things in chesmistry, and discovered gunpower.

Lord Beacon was a celebrated philosopher, and he invented gunpowder.

Sir Thomas Moore, Lord Chancellor of England. Wrote plays and lived in Henry IIIV. reign.

Sir Thomas More. A poet in the reign of Victoria.

Burke. A navigator.

Burke was an elegant writer, and his works have been universally read.

Geffrey Chaucer was born in London 1328, died 1400. He has been called the father of English poetry, and his words justify this apellation.

Chaucer. He is called the father of modern poetry, and his works evince the propriety of the appelation.

Sir I. Newton. George IV. Astronemor.

Dr. Johnson. One of the brightest lumaniries of the 18th century.

Sir W. Scott flourished in the reign of Elizabeth.

Milton was a celebrated poet. His best poem is Pardise lost and regained. His character is best portyraied in Dryden's celebrated verses—

> Three poets in three distant ages born,
> Greece, Italy, and England did adorn;
> The force of nature could no further ago,
> To make a third she joined the former two.

Religious Knowledge.

Religious knowledge being a subject which must be taught dogmatically, the female method is not ill-suited to it. In fact this method is most successfully applied to spelling and such other

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branches as require little explanation, and admit of no controversy. Hence it may be inferred that girls are fairly trained in scripture history and religious formularies, more especially in Norfolk schools, where the subject is considered of great importance. In one Northumberland school I was present at what may be described as a "concordance" lesson. The mistress at the head of her class gave out single words, such as *love, faith, lamb,* &c., and the girls seated at a table around her turned over the pages of their bibles till they had discovered a text containing the word proposed. Each pupil in succession, on finding one, recited the book, chapter, and verse, and then read the text. There was not much intellectual exercise in the process, which had rather the appearance of a "Sunday game;" but the children seemed to like it, and the mistress said it familiarized them with the language of the Bible. Still in Northumberland, for reasons already given, there is not much religious instruction in week-day schools, and several ladies do not commence or end their schoolwork with prayer. In Norfolk all parents of all denominations look to the schools for some religious training, practical and educational. From a letter quoted in a former page it will be seen that the minister of a Norwich parish takes a Bible class in a parishioner's private school twice a week. This is quite in accordance with the instincts of the district, where some clergymen would never decline the opportunity of influencing the religious teaching of any school in their parish.

English Literature.

English literature occupies a more prominent position in the education of girls than of boys. In most ladies' schools admired passages from standard authors, and especially poetical extracts, are committed to memory; but the critical study of a great work in its entirety is not attempted. The object of the lessons is to exercise the memory and to cultivate the imagination of the scholars: their most beneficial result is observable in the style of composition acquired by girls at a comparatively early age. Whereas a boy of 15 scarcely ever succeeds in putting together half a dozen readable sentences, a girl of the same age often writes with much freedom and fluency. English composition is not practised so much in Northumberland as in Norfolk, and it reaches its perfection in the finishing schools of the latter county. The subjects proposed were sometimes of a moral or historical character, and in this case the performances were not so pleasing, the style being stilted and the ideas common place. Sometimes the subject matter of a recent lesson or lecture was taken for the thesis, but in this case again the writers failed to produce a connected essay, and contented themselves with fragmentary descriptions of such topics as had impressed them most vividly. Still, even in these instances, there was evidence of successful training in the art of composing. But by far the best performances I saw were letters addressed to imaginary persons

English composition in girls' schools better than in boys' schools.

Excellence of exercises in letter writing.

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on imaginary subjects. Something of this kind is exacted as a weekly exercise at most ladies' schools of the better class. A bundle of letters written by girls of 17 or 18 afforded me real pleasure; many of them were well conceived and well expressed, and they presented a variety of style and subject which proved that they were not manufactured to order or cast in one stereotyped mould. Though carefully corrected by the schoolmistress, so natural and unaffected were they that the corrections often rather marred the effect of the original expressions. On the whole I am of opinion that no branch of female education is so successfully cultivated as familiar English composition is in the best schools. One lady, however, a strong-minded and experienced teacher, objected *in toto* to this practice of letter-writing. She thought (and perhaps with some reason) that "it only fitted girls for novel writing," and "young girls," she added, "are too apt of themselves to indulge in romancing." I must confess, however, that the routine of her own school-work was dull, considering the standing of her school and the age of her scholars, and I consider that this practice of letter-writing, whatever may be its incidental disadvantages, not only forms the style, but improves the general intelligence of young women. It tends to develope some amount of thoughtfulness, the great desideratum in all schools whether for boys or girls; for it is astonishing to what an extent children will strain their memories in order to avoid one simple act of thinking; and teachers, especially female teachers, being aware of this, too often save themselves the trouble of explaining, because they can trust the extraordinary powers of memory which their pupils will on occasion exert. And thus, while there is much difference in degrees of excellence between systems of teaching, there is but one difference in kind, the difference, that is, between a system which does, and one which does not, help young people to think for themselves.

Miscellaneous Subjects.

The same mistaken view of education which leads schoolmistresses to include so wide a range in their historical course has made them attempt a variety of subjects, which at present, at least, and as now treated, only interfere with the efficiency of girls' schools. Among these are physical and mathematical geography, the use of globes, astronomy, botany, chemistry, popular science, and general information. I do not undervalue the importance of any of these branches, but it is certain that they are not taught by females in a rational and systematic manner, and (with the exception perhaps of botany and general information on common things) they cannot be properly taught until there is some considerable improvement in the scientific knowledge of both teachers and learners. So much of actual phenomena as may be gleaned from "guides to knowledge" and similar manuals is learnt by heart, and this is all that is really acquired under the head of science.

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Being very ignorant of natural science myself, I can only illustrate my meaning by the particular case of girls' school astronomy. I examined the pupils at a first-class school in some points bearing on the subject. The pupils were about 18 years old, some decidedly clever, others studious and eager for information; and I may remark by the way, that the industry of a studious girl is far more untiring than a boy's, although the strain is almost entirely on her memory.

Specimens of teaching in astronomy.

I first asked some questions on the motion of the earth, the measurement of time, &c., &c. There was more formal knowledge of actual phenomena and astronomical statistics than I had expected to find. But when the reason for a phenomenon was required, the explanation was always so inaccurate and unprecise, that evidently no conception of the problem, or at least a very indistinct one, was formed in the pupils' minds. No proper explanatory diagrams were in use, and the teaching was otherwise worthless. The absurdity of attempting the subject at all was conclusively proved by a glance at the copybooks, in which the young ladies recorded their astronomy lessons. The *very first* question in one of these books, the question in fact which was supposed to introduce the student to the subject of astronomy, referred to the conditions under which a lunar eclipse can happen. The answer, without preface or comment, plunged at once into "syzygies" and the "line of nodes." The pupil, who had carefully written out several pages filled with this kind of matter, was apparently the most studious and inquiring, certainly the most highly-educated young woman I have seen at any girls' school. I asked her whether she understood one single word of either question or answer, and she candidly confessed she did not. She had misspelt the word "syzygies," which was not surprising; but the fault, though constantly occurring, had remained uncorrected. At the same school, figured drawings of the constellations visible in England were studied by the pupils, but although the locality of the school gave every opportunity for comparing these with the nightly appearances of the heavens, the idea of any such observation had never occurred to the schoolmistress. Now this is the case of a very good girls' school. In none was the general education less unsound, and some subjects, such as English history and French, were excellent. It also contained at least one fair Latin scholar, nor was there in general so much of the mischievous overgrowth of subjects which is choking the education of girls in the more important elementary branches of grammar and arithmetic. But many female teachers seem to think that it is enough that a printed book should contain a series of questions and answers, and that a pupil should learn the latter by heart. Thus, to take an extreme case, but one which illustrates the absurdity of this system, in which mnemonical effort is made to supersede all thought and intelligence. On the day of my visit to Norwich commercial school, the master had just heard his little daughter repeat her lesson before she set out for school. The lesson

Want of intelligent teaching in ladies' schools.

was a marked passage from a book of miscellaneous questions and answers. Four questions followed in this order:

1. What is the hinder part of a ship called?
2. What is grass called after it is mown?
3. What are the stalks of corn called after they are threshed?
4. What is the name of the principal cemetery at Paris?

Instead of taking the questions in order, as most schoolmistresses would do, the father began with the last, and the child unhesitatingly answered that the name of the cemetery was "a stern."

Languages.

So far the subjects noticed are taught by the mistress herself, and her staff of English assistants; the rest are much more frequently undertaken by visiting masters or foreign governesses. School programmes often include in their list of subjects some languages not really taught. Thus, even Hebrew is specified as a subject of instruction at one school, and in most Norfolk finishing schools Italian is mentioned in the list, simply because girls are trained to pronounce the words of a few Italian songs. For this purpose the services of a master are not often required or procured. In three Norfolk schools of the best class Latin was attempted, but with very little success. In one the schoolmistress was the teacher, and no one in the school knew the inflection of the accusative case in the first declension. In the other two schools the language was taught by male relatives of the schoolmistresses. Except two girls, both belonging to the same school, none of the students knew anything worth knowing. One, however, of the exceptional students was very fairly grounded; she was more accurate in her knowledge of grammar, and more intelligent in her translation of a Latin sentence than any boy at a private semi-classical school in Norfolk. Latin.

My very imperfect knowledge of the language would not justify me in expressing an opinion as to the quality of the teaching in German. But, though there are a few schools, principally in Norfolk, where visiting masters attend to teach three or four girls, there appears to be only one in my whole district in which German is systematically taught to a class. The quality of the instruction, therefore, rather depends on the individual merits of teachers than on the recognized methods of the schools. French, on the contrary, is an important, and, on the whole, a very successful school subject. Except in inferior Northumberland schools there are always several French scholars, generally, but not always, taught by foreign governesses. As the efficiency of the teaching is very creditable to girls' schools in both counties, I will only note one or two points rather by way of suggestion than criticism. The spelling in many of the answers sent from Northumberland schools showed that the girls were not accustomed to *write* French; the Norfolk schools were superior in this respect, and also in the knowledge of French verbs. There is, in fact, a tendency on the part of native teachers to dwell on idiomatic usages rather German. French.

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than grammatical principles. Again, the French lesson is too frequently conducted *entirely* in the French language. Thus the opportunity of really explaining grammar is often lost, for unmeaning as technical terms are in English, they are still more so in a foreign language with which the scholars are presumably little acquainted. Nor, indeed, is the practice (common in many Norfolk schools) of requiring girls *always* to speak French out of school one of which I think favourably. Of course it is frequently not observed, and an alleged practice, when it is a mere pretence, is objectionable on moral grounds; when it is observed it puts a check upon free and rational conversation, and obliges many beginners to confine their questions and remarks to the few common-place subjects which come within the reach of their vocabulary. For these reasons one of the leading schoolmistresses in Norfolk preferred (and I think rightly) to let her pupils converse with one another in whatever language they chose. Before I heard this opinion expressed, I had been disagreeably impressed in one or two schools by the manner in which girls seemed to jabber rather than converse with one another.

Practice of requiring scholars to converse in French.

DEFECTIVE METHOD OF TEACHING.—ITS CAUSES AND REMEDY.

It will be gathered from the above observations that while the teaching in girls' schools is in some respects effective and satisfactory, I consider that there are radical defects, arising mainly from the aim and method which schoolmistresses, as a body, propose to themselves and adopt. These defects are seen most conspicuously in subjects which rest on a scientific basis, such as grammar and arithmetic. In arithmetic, especially, the work done in ladies' schools is both in quantity and quality very inferior to that done in boys' schools. Among the reasons put forward to explain this unsatisfactory state of things it would be unfair to omit one alleged by the teachers themselves. This is the amount of time taken up with music lessons. At a good Norfolk school every senior girl practises and sings for an hour and a half or two hours daily; probably the average time devoted each day to music by individual pupils is not less than an hour. And music lessons not only curtail the lesson-time for individual pupils, but in the case of junior girls they call the assistants away from their posts, and either tend to disorganize classes or else occasion a desultory system of individual instruction. The practice of setting scraps of letter-press to be learnt by heart is the natural mode of obviating the inconvenience caused by the constant absence from class of one or more pupils. It must be remembered that a house providing accommodation for 25 boarders, all learning music, cannot contain more than six instruments. Thus, as each instrument is occupied for four or five hours daily at least, it follows that class-work must be dispensed with or shortened in duration, or else that during a portion of school time several pupils in succession must be absent from their classes.

Undue prominence given to music.

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All this interferes with the teaching in elementary and general subjects, but it does not entirely account for the deficiencies of girls' schools. Nor, again, do I attribute them to a want of intellectual capacity on the part of teachers, who for general intelligence will bear a very favourable comparison with most proprietors of academies for boys. Further, I am certain that there is no natural inferiority in the mental powers of girls which prevents them from mastering the difficulties of grammar and arithmetic; for in mixed schools taught by masters there was no noticeable difference of attainments in the two sexes. At one of these schools, where there was a general rivalry producing extraordinary pace and accuracy in the working of sums, the female scholars fairly held their own. Every teacher of a mixed school, when questioned on the point, asserted that there was no perceptible difference between the capacities of boys and girls, though one did think that "girls learnt faster and forgot sooner." The following table shows the relative attainments in arithmetic of male and female scholars at two mixed schools, where the papers set, though slightly different for each school, were identically the same for the boys and girls in each. In the Alnwick school, however, the girls were taught by a mistress; in the Berwick school by a master. The letter A indicates that the question was satisfactorily answered; B that, though not quite satisfactory, the answer deserved some credit; and C that it was worthless.

Female teachers not wanting in general intelligence.

Mental powers of girls equal to those of boys.

Answers in arithmetic from Alnwick and Berwick Corporation Schools.

		Notation.	Compound Multiplication.	Proportion.	Compound Proportion.	Practice.	Fractions.	Decimals.	Interest.	Square Root.
Alnwick Corporation School.	Boys.									
	1	A	A	A	A	B	C	A	B	A
	2	A	A	A	A	C	+	C	+	A
	3	A	A	C	A	A	C	C	B	A
	4	A	A	A	A	B	C	C	+	A
	5	A	A	A	A	A	B	C	+	A
	6	A	A	A	A	C	C	A	+	A
	7	C	A	A	C	B	+	C	C	+
	8	C	A	A	C	C	+	C	+	+
	9	C	C	+	C	C	+	C	+	+
	10	A	C	A	C	C	+	C	+	+
	11	A	A	A	A	C	+	C	B	B
	12	A	A	A	C	C	C	C	+	A
	Girls.									
	1	C	+	+	+	C	+	+	+	+
	2	C	C	C	C	C	C	+	A	C
	3	C	C	B	+	C	+	+	+	+
	4	C	A	C	+	C	+	+	+	C
	5	C	+	B	+	C	+	+	+	+
	6	C	A	B	C	C	+	+	+	C
	7	C	+	+	C	C	+	C	+	+
	8	C	A	C	C	C	+	C	C	+
	9	A	C	C	C	C	+	C	C	C

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		Notation.	Compound Multiplication.	Proportion.	Compound Proportion.	Practice.	Fractions.	Decimals.	Interest.	Square Root.
Berwick Corporation Academy.	Boys.									No Square Root Question set.
	1	A	A	A	A	A	+	+	+	
	2	A	A	A	A	+	+	+	+	
	3	A	A	C	C	B	+	+	+	
	4	A	A	A	A	A	B	C	+	
	5	C	A	A	A	C	+	+	+	
	6	C	A	C	+	C	+	+	+	
	7	A	C	A	A	C	+	+	+	
	8	A	A	A	+	A	B	+	+	
	9	A	A	A	A	A	+	+	+	
	10	A	A	+	C	C	+	+	+	
	11	A	A	+	A	C	+	+	+	
	Girls.									
	1	C	C	A	A	A	+	+	+	
	2	A	A	A	A	+	+	+	+	
	3	A	A	A	A	A	B	C	A	
	4	A	A	A	A	A	A	C	A	
	5	A	A	A	A	A	B	A	A	
	6	A	A	A	A	A	C	C	+	
	7	A	A	A	A	B	+	+	+	
	8	C	C	A	A	C	C	C	+	
	9	A	A	A	A	A	A	C	B	
	10	A	A	A	A	C	+	+	+	
	11	A	A	A	A	A	+	+	+	

An examination of this table will show that both in quantity and quality the work of the girls at Berwick Academy was superior to that of the boys; and yet the latter were senior boys supposed to be studying Euclid and algebra, though they knew little of either, while the girls were obliged to devote some portion of each day to the sewing class. Again, in a remote mining district at a *humbler mixed school, where no needlework was taught, the best pupil was a little girl of 13. She could point the quotient in division of decimals (the best test of real arithmetical knowledge), and she even solved an *impromptu* simple equation which I set her. In all the ladies' schools of Norfolk and Northumberland there was not a single girl of any age who would have dreamt of attempting this feat.

What then is the cause of this deficiency in girls' schools? Why, when the work of the girls at Berwick school is so creditable, is that at Alnwick corporation school so unsatisfactory? No doubt this latter is an extreme case: but the statistics given in a former part of my report show that the arithmetic in ladies' schools is much worse than it should be. I have no hesitation in reporting that there are some subjects, those in fact which rest on scientific principles, which females at present cannot teach. There is a traditional flaw, the result of generations of unsound method, which penetrates their whole treatment of such subjects. It is

Inability of females to teach certain subjects.

* At this school fifty-six children were taught by a single master, who, by the way, was not very correct in his spelling.

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true that many private schoolmasters have no more original conception than schoolmistresses have of the proper method of teaching: but they have often been early initiated in a right method and have adhered to it. I have tried throughout the course of my inquiries to divest myself of the prejudices of a university student, and it is no blind partiality which leads me to ascribe to the influence of university examinations the introduction of good method into schools for middle-class boys. In many instances non-graduate teachers have had the advantage of being taught by graduates, and graduate schoolmasters, even though they have attained to but moderate distinction, have learnt, by the rigid ordeals they have passed through, to distinguish between sound and spurious knowledge, and to see wherein the difficulty of acquiring real knowledge lies. Ladies' schools have always lacked these two beneficial aids to teaching, and the want of them is the first thing to be supplied. Until female teachers learn that knowledge does not consist solely or primarily in the acquisition of bare names and technical words and rules, and that the great difficulties of learning are not to be looked for in complicated calculations and laborious lessons, they may continue to go on burdening and torturing the memories of their scholars, but they will never succeed in enlightening their understandings. The real task of a teacher is first to obtain a clear conception of the meaning of every form of words he has to use, and then to bring that meaning home to the learners' minds. The first part of this process is but a continuation of the educational exercise commenced by a learner at a good school or university; but so insidious are words in appealing to the ear and memory rather than to the understanding, that without examinations, in which a boy or youth can sit face to face with a difficulty and reason it out unaided, I doubt whether any mere system of instruction can produce methodical thought or correct conceptions. This is the opinion I have formed after visiting schools in which no examinations are held; and though I once doubted the expediency of examining girls' schools, my recent experience has reconciled me to such an extension of the university local schemes as would meet the exceptional conditions of female education. Partly in consequence of my suggestions to a lady in Gateshead, herself once a teacher, an application has been made to the authorities of Durham University to admit girls to their examinations, and among the memorialists are included most of the leading female teachers in Gateshead and Newcastle. Even the mistress of a Norfolk first-class school has borne witness to the importance of inspecting ladies' schools. "I must add," she says in a letter, "that both myself and pupils feel the value of your visit, "and we should be extremely thankful to learn that such inspection "will be continued." And except in one or two schools, where it was impossible to make head against the inveterate bad methods in use, I venture to think that my visits were felt to be beneficial, as helping to define the aim and standard of the instruction, and in some cases directing the misapplied intelligence of the pupils into new and more interesting channels of thought.

Females misapprehend a teacher's real task.

Defective teaching in girls' schools must be remedied by the introduction of examinations.

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Objections to the examination of girls' schools.

As an objection has sometimes been urged against the examination of girls on the ground that they are liable to extraordinary excitement, I ought perhaps to state that in one school two girls laboured under a sort of hysterical affection, and could not help screaming when stopped from answering out of their turn. But everywhere else I found the scholars perfectly cool and collected, and the task of examining was rendered very easy and pleasant by their orderly conduct and evident earnestness of attention.

A more practical objection which will, I believe, prevent many private schools for girls from courting inspection is the expense of examiners. One lady, whose method based on the Scotch system of classes was the soundest I have seen in girls' schools, stated that she would long ago have engaged the periodical services of competent examiners if the profits of her school had allowed it.

Advantages that may be expected from it.

The effect of *vivâ voce* and written examinations upon girls' schools would be found to be gradual, nor would it be completely developed until a new generation of teachers had sprung up. But I have no doubt that the final results would be most beneficial, and that in the end teachers would learn to see where the point and difficulty of a subject really lies, and spurious knowledge would give way to sound knowledge.

This would be followed by other advantages direct and incidental. Thus, for instance, a rational system of oral instruction would replace the present slavish reliance on text-books, and a proper subordination of facts to principles, and of less important to more important facts would mark the improved teaching of the schools. Again, the text-books now in use (many of them most worthless publications) would be superseded by others selected for other qualities besides mere cheapness and convenience of form. It is not surprising that girls in private schools should know so much less about arithmetic than those at Berwick Academy, seeing that old-fashioned tutor's assistants are still used in the former establishments, whereas Barnard Smith's treatise is the text-book at the corporation school.

MIXED SCHOOLS FOR ADVANCED STUDENTS OF BOTH SEXES.

The possibility of establishing mixed schools considered.

I may perhaps be expected to offer an opinion whether it be desirable to encourage the establishment of mixed schools, such as the proprietary school at Hexham. But a prior question is, whether it be possible to do so in any particular district. In *Norfolk*, for instance, the prevailing sentiment would be adverse to such schools not merely as being mixed, but as being day schools. Even in the larger towns, where semi-classical day schools can exist, no mixture of the sexes would be tolerated in such schools. Indeed, my impression is that mixed schools are destined to disappear even from Northumberland. At Alnwick borough school a partial separation of the sexes has already been effected, and the same thing has been in contemplation at *Berwick. And, speaking more generally, I should say that if the educational arrangements of the two counties are ever to be assimilated to each other, it will be by changes in Northumberland, not in

* See above, note p. 278.

Norfolk schools. Of late years changes due to the expressed or implied wishes of parents have been not in the direction of improved education, but of increased accommodation, convenience, and comfort, and in all these respects Norfolk is in advance of Northumberland.

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Should, however, the instincts of a district be favourable to, or tolerant of, a mixture of the sexes at middle-class day schools, I believe the arrangement will be advantageous to girls, and not prejudicial to boys, who require only a semi-classical course. But students in the more advanced branches of classics and mathematics would be impeded by the presence of girls, as old and in some subjects as intelligent as themselves, for whom a separate curriculum must be provided. For it would be so: even in such a district as Northumberland it would be unwise, and anywhere else it would be impossible to assimilate the highest education of midddle-class girls to that of middle-class boys. The instruction required in * music alone, so long as it is held in its present estimation, would prevent this, and there are other considerations, partly of a social and partly of an educational character, which will tend to exclude girls from schools that prepare boys for the universities and learned professions. But if once a good system of examination, both oral and by written papers, shall have introduced into girls' schools a sound method of instruction, there is no doubt that in course of time a body of female teachers will be trained quite as capable, as graduate masters, of teaching girls their most advanced subjects.

Mixed schools not undesirable where the course does not include advanced studies.

EFFECTS OF THE TEACHING IN SCHOOLS NOT CONFINED TO THE SCHOOLS THEMSELVES.

It would be a mistake to suppose that school girls are the only girls affected by the method of teaching adopted in ladies' schools. The method is propagated by domestic governesses, who have only their school experience to guide them, and that experience is singularly uniform. Thus the kind of education imparted in girls' schools must account in a great measure for the intellectual merits and defects of all Englishwomen in the upper and middle classes. I have tried to describe the education as I found it, and, if my description be correct, the best education attainable at a girls' school in my district might be expected under favourable circumstances to produce the following intellectual results.

Influence of the present system of education on the intellectual character of Englishwomen.

A cultivated young lady would read and write well, would be faultless in her spelling, and would perform the several arithmetical operations up to compound division or practice with tolerable correctness. In addition to the accomplishments, music, drawing, and dancing, she would possess much miscellaneous information, more or less useful, a fair acquaintance with French, a facility of expression and composition in her own language greater than that possessed by most men of her class in life, and lastly some knowledge, acquired chiefly at second-hand, of standard

* It must not be supposed that I acquiesce in the opinion of those who attach so much importance to music. I am merely recording that opinion, which is too strong and too general to be disregarded.

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English authors. Within certain limits her general intelligence and her imaginative faculty would be more nimble and active in their play than a man's would be; she would take a more lively view of familiar and domestic incidents, and would extract more pleasure from light and elegant literature. But the study of solid and weighty writers and the discussion of matters of first-rate importance would be uninteresting to her owing to her lack of real comprehensive knowledge, and consequently of speculative power. Or if she attempted to interest herself in such matters, the want of a trained judgment and the imperfect development of her critical and reasoning faculties would oblige her to rely with blind credulity upon the dogmatic assertions of those about her.

The moral and social results obtained from boarding schools for girls I have attempted to describe in a former part of my Report.

(III.)

FUNDS THAT MAY BE MADE APPLICABLE TO THE IMPROVEMENT OF SECONDARY AND HIGHER EDUCATION.

CHARITIES APPLICABLE TO EDUCATIONAL PURPOSES (NORFOLK AND NORTHUMBERLAND).

Having now reported on the several matters connected with middle-class education in my district, I will very briefly refer to the subject of charitable and other funds not intended in the first instance for the educational advantage of the middle classes, but which may nevertheless, without injustice and with some show of expediency, be applied to that or a similar purpose. I introduce this subject at the end of my report because, if any such charities should be so dealt with, I see no reason why girls should be excluded from sharing in their benefits. As my instructions only referred incidentally to these charities, and as the discussion of the best mode of utilizing them involves some important questions of principle, and innumerable matters of detail, I merely give a few specimen cases which came immediately under my notice. But there can be no doubt that if any comprehensive scheme should be adopted for transferring to educational purposes charity funds now running to waste in various ways, a close investigation would bring to light a large amount of revenue available both for local and for national uses.

OVERGROWN ENDOWMENTS OF PRIMARY SCHOOLS.

I have already specified several endowed schools for the poor which ought to furnish something better than a mere course of primary instruction, and I have pointed out one way of effecting this, viz., by devoting a portion of their endowments to exhibitions tenable at superior schools. Some of these endowed schools were founded for the benefit of all classes; a few of them for the benefit of both sexes of all classes. The endowments, as at present applied, do in fact benefit the wealthier classes in a manner not contemplated by the donors, for they help to relieve

landowners and residents from maintaining parish schools. And this explains why in districts, such as Norfolk, where class distinctions are strongly marked, schools founded for all classes tend to become schools exclusively for the labouring class. Yet even in Norfolk the educational interests of a better class may under special circumstances prevail over the legal rights of the poor. Thus Hamond's school at Swaffham, founded for the poor, has without any formal authority become a day school for tradesmen's children; and the middle classes in Yarmouth, deliberately and with the sanction of the Charity Commissioners, have appropriated a portion of the Children's hospital funds for the establishment of a grammar and commercial school.

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TRUSTS NOT CONNECTED WITH EDUCATION.

The application to educational uses of property belonging to non-educational charities is an operation which, if sanctioned by the Legislature, could only be carried out by a permanent executive commission. It would be difficult enough to re-apportion the income of a conjoint trust with a view to the furtherance of its educational objects: in the case of a complete transfer of charity property to a new object the difficulty would be greater still. Many contending interests would have to be considered and satisfied; and the charities to be dealt with, though considerable in the aggregate, are in most instances individually so minute that nothing like a final settlement could be arrived at without a vast expenditure of time and trouble. For instance, the enumeration and description of the charities belonging to the county of Norfolk occupy 833 folio pages of the Charity Commissioners' Reports, 213 pages being allotted to the Norwich charities alone. Of these charities a large majority consist of small payments by way of dole in money, bread or fuel.

Norfolk.

Under these circumstances I have not attempted to examine the details of the county charities. But as White's Norfolk contains an abstract of those belonging to the city of Norwich, I will endeavour to give a rough sketch of them, showing their amount and mode of distribution. I have taken care to compare the abstract with the Charity Commissioners' Reports, and I have found it generally accurate. It has the further advantage of having been corrected so as to represent the existing condition of the city charities.

Summary of charities belonging to the city of Norwich.

The yearly income from charity property belonging to the city of Norwich is stated (p. 229) to exceed 20,000*l.*; the total amount of charity dispensed, including voluntary subscriptions, but exclusive of poor's rates, being upwards of 30,000*l.* per annum. The population of Norwich is between 75,000 and 76,000.

Of benevolent institutions confessedly useful the most important are the medical. The Norfolk and Norwich Hospital, possessing funded property to the amount of about 24,000*l.*, contains on its books 114 in-patients and 1,172 out-patients. The Dispensary relieves about 1,500 patients yearly and the Homœopathic hospital about 80 weekly. There are also dental and eye infirmaries for the poor, and a general infirmary for sick children.

Charities of acknowledged utility.

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Bethel hospital, an establishment for poor lunatics, has an income secured to it of about 2,000*l.* per annum. It contains 80 patients, 33 of whom are free. The rest are charged small weekly sums, from 3*s.* to 14*s.* each.

Two orphan homes, a society for the relief of the sick poor, a lying-in charity, a soup and a coal charity are all supported by voluntary contributions.

There are benevolent associations for the relief of decayed tradesmen, decayed dissenting ministers, and distressed attorneys, their widows and orphans.

There is also a charity for clergymen's widows and children which has an income from land and funded property of about 1,600*l.* per annum besides annual subscriptions.

Charities of doubtful utility.

The remaining charities, which absorb by far the largest portion of the trust property, are for loans, sermons, apprenticing, doles, almshouses, and schools. Among the doles are included payments for bread, coals, &c. &c.

Omitting all reference to the trusts for loans and sermons, I will briefly notice the amounts devoted to binding, doles, almshouses, and schools.

Apprenticing.

The general charities for apprenticing are not large in amount, apparently not more than 200*l.* per annum; but to these must be added parochial charities for the same purpose, and premiums given by the Boys' hospital, Norman's school, and the Norwich charity schools. Thus every boy on leaving the Hospital school receives 10*l.*; and every foundationer at Norman's school, if he remain till the age of 14, is bound out apprentice with a premium of 15*l.* If he serve his apprenticeship out, he receives a further gratuity of 10*l.* on attaining the age of twenty-one. The premiums given to the Norwich charity school children amount to about 240*l.* per annum.

Doles.

I have spent considerable time in trying to ascertain the amount of payments made by way of doles in the city of Norwich, but the calculation is an intricate one, and I cannot speak with certainty of my figures. But I believe that it is not less than 2,000*l.* per annum, of which sum rather more than half is appropriated in very different proportions to the poor of particular parishes, the remainder being supplied from the general charities funds. One charity fund is intended specially for poor worsted weavers, and I am informed that there is now a difficulty in finding a single qualified recipient, as the trade has almost entirely left Norwich.

Almshouses.

By far the largest share of the charity income is devoted to the maintenance of aged men and women in hospitals and almshouses. Besides the benevolent society for decayed tradesmen above mentioned, the Great Hospital and Doughty's Hospital also afford relief in many instances to persons of this class. But the inmates in these institutions generally come from a lower rank.

The Great Hospital has a gross income of 7,000*l.* per annum, of which 5,000*l.* are expended on the support of an establishment for 185 aged men and women. Twenty-four married couples occupy as many cottages; the rest are lodged in common wards. Everything

is provided for them, and each has a small weekly allowance in money. In some few special instances out-pensioners are allowed, and a small saving is thereby effected. But it is thought better to have all the recipients of the charity under supervision, and the additional expense of a hospital establishment is justified by the express provisions of the foundation and by the improved conduct of the almspeople. In my special report on Norwich grammar school I have stated the reasons alleged for and against maintaining the Great Hospital on its present scale; but it is only fair to mention that the abuses which existed under the management of the corporation have now disappeared. Nominations are no longer jobs; and the only question to be decided is whether, on general grounds, an institution of this character and extent be desirable or not.

Doughty's Hospital is a similar establishment, possessing an income of about 1,000*l.* per annum, and affording advantages of the same kind to 27 old men and 17 old women.

There is a third hospital, called Cooke's Hospital, for ten poor women, besides 18 unendowed almshouses (chiefly for poor widows) occupied rent free.

The wealthiest endowed schools for the poor are the Boys' and Girls' Hospital schools. Charityschools.

The former has an income of above 1,000*l.* per annum, and about 70 scholars. The application of the charity funds is the same as in the case of Norman's school; that is to say, the boys are not boarded as they were formerly; but they are clothed, and the parent of each scholar receives 10*l.* per annum, for his maintenance. The girls' school is a boarding school. It has a separate income of about 700*l.* per annum. Thirty girls are maintained and educated gratuitously. Each girl receives 3*l.* from the charity on leaving the school for service.

A description of Norman's school will be found among my special reports. It has an endowment of about 800*l.* per annum.

The Presbyterian charity schools for boys, girls, and infants have an endowment from land, at present producing about 170*l.* per annum. But their income will be largely increased before long by the falling in of leases. The boys' school, which is a very good school of its class, contains 100 scholars; 80 of these are foundationers, and pay 1*d.* or 2*d.* a week; the remaining 20 are the sons of small tradesmen and clerks, and pay 6*d.* a week.

Balderstone's school is a school of the same description, connected with the congregation of the Independent meeting house. Sixteen boys are educated free, and 70 pay 4*d.* a week. There is but one master.

The accommodation in both the last-named schools is very good, but they are usually full, and cannot receive all applicants for admission; although the allowance paid to the parents of scholars at the Boys' Hospital occasionally attracts boys away from both these schools.

The Norwich charity schools, nine in number, afford instruction on the national system to more than 2,000 boys, girls, and

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infants. They have several endowments amounting to about 300*l.* per annum.

The remaining public schools for the poor are supported by subscriptions and have no endowment. They are about 24 in number, 14 of them being connected with the Established Church.

The grammar and commercial departments of King Edward's school complete the list of public educational institutions in Norwich. The net endowment of these schools is nearly 1,000*l.* per annum, of which the grammar school receives fully two-thirds.

It will thus be seen that though the almshouse and dole charities of Norwich are disproportionately large, there is no lack of educational endowments. The charges both at the grammar and commercial departments of King Edward's school are in consequence low; the latter too low, for the trustees have already been compelled to apply once to Chancery for permission to raise them, and the burden of the debt incurred on the commercial school buildings will probably oblige them to apply again. It was unfortunate that the school fee was not fixed at 5*l.* from the first; it would then have been cheerfully paid (just as the fee of 6*l.* is at Yarmouth grammar and commercial school); whereas now every proposal for increasing the fee provokes opposition. It has been, however, suggested that the debt, about 2,000*l.*, might be paid by a grant from the Great Hospital funds. The Great Hospital has lately received a large accession of income from some advantageous sales and leases, and a small diminution in the number of almspeople for two or three years would be the only consequence of an act of generosity towards the school. If the hospital trustees would consent to this arrangement it would be a special benefit to the poorer trading classes of the town, who are most interested in keeping the commercial school fees at their present figure.

Specimen of a Norwich charity for an obsolete object.

My attention was drawn to one trust in Norwich of rather a peculiar kind. In 1568 Peter Reade gave to the mayor, sheriffs, &c. all his houses and lands in the parish of St. Giles (except a stable and garden), "to hold the same so long as the great bell "of St. Peter of Mancroft should be rung every morning and "evening for the help of them who should travel early or late" to Norwich. Notwithstanding gas and railways, the bell is still rung morning and evening. There is some question as to the identification of the property. In White's Norfolk it is stated that the site is let for 15*l.* a year, and that 4*l.* 4*s.* is paid for ringing the bell. This is a specimen of an obsolete trust for which a more useful object might easily be found.

Specimen of a Norfolk conjoint trust requiring regulation.

There is an educational charity at Wells which requires investigating. Christopher Ringar in 1678 left 16*l.* a year to be paid to two women in Wells "for the bringing up and maintaining "sixty poor children to school; the boys to read and knit, and "the girls to read, knit, and sew." He also left a similar sum for the distribution of wheatmeal, principally "to them that are next "to the poor" and do not "take collection."

In 1834 the rents of certain lands bought with Ringar's gift, amounted to 120*l.* per annum; and the Charity Commissioners

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in their 29th Report, p. 678, remarked that "the trustees ought to "take greater care than seems hitherto to have been used to carry "into effect the intentions of the donor. The one moiety of the "income should be amply sufficient for giving a good education "to at least 60 poor children and for providing at the same time "for the decent maintenance of two poor widows of a respectable "condition fully qualified to instruct them." I called on the solicitor who manages the trust, but failed to see him. If, however, I am correctly informed that the payment for educational purposes out of the charity is made to the * proprietors of a school which I visited, it is certainly a case which calls for some reform. It is true that no middle-class parent is interested in the trust; but the moiety of the rents is now ample for the endowment of a parish school, and might be made to supply exhibitions as well. An excellent British school, attended by some middle-class children, exists in the town, whereas the establishment said to be supported from the charity is a perfect model of old fashioned inefficiency.

Specimen of a charity with funds in excess of its claims.

I heard casually of the existence of a "church and school estate" at Necton, near Swaffham, so well supplied with funds that the managers did not know how to spend them. This is a case where the creation of exhibitions might prove beneficial to sharp lads belonging to the village.

Northumberland.

Compared with Norfolk, Northumberland is but poorly supplied with charities. There is no large endowment except at Haydon Bridge school; and whereas the Norfolk educational trusts not attached to schools exceed 600*l.* per annum, those in Northumberland are scarcely more than 50*l.*

The account of all charities belonging to Northumberland occupies only 127 pages of the Charity Commissioners' Reports, and of these 41 are devoted to Newcastle.

I was thus able to examine pretty carefully the nature and amount of all the various county charities, as described in the Reports. They are generally small endowments for education or doles. With the exception of the latter, the only cases for consideration would arise from the existence of conjoint trusts, such as those of Haydon Bridge, Rothbury, and Simonburn, which I have noticed elsewhere. The small amount of educational endowments, and the readiness of the trading and farming classes to take advantage of schools for the poor, make it both just and expedient that the claims of the labourer should be fully satisfied before those of the middle classes are considered.

Crewe's charity.

There is however a wealthy charity which may be said to have its domicile in Northumberland. This is the Crewe charity. It was the subject of an inquiry conducted by an inspector of charities shortly before my visit to the county. The trustees have so far considered the claims of education that in the exercise of their discretion they have established a girls' boarding school, chiefly for miners' orphans, in Bamborough Castle. They also

* They were not "two women" but a "man and his wife," or I should rather say a woman and her husband, for she evidently managed the school.

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support day schools for boys and infants in the adjoining village. Should an attempt be made to found a Northumberland agricultural school after the model of Framlingham college, Crewe's charity might be made to supply some portion of the requisite funds.

Newcastle hospital of St. Mary the Virgin.

In Newcastle the middle classes will soon have the benefit of a grammar school endowed out of the revenues of the ancient hospital of St. Mary the Virgin. This hospital was revived by letters patent of James I., and a master and six poor men and their successors were created a body corporate, much in the same way as the Thetford foundation, except that no educational conditions were annexed. At the time of the Charity Commissioners' inquiry abuses were reported to have occurred in the management of the trust, which was otherwise of no practical benefit to the town; and by 9 & 10 Vict. c. 42, it was enacted that the hospital revenues should aid in supplying the means of education both to the middle and labouring classes of Newcastle.

Hospital of St. Mary Magdalene.

A sister institution, the Hospital of St. Mary Magdalene, similarly revived and incorporated by charter of James I., is at present equally unproductive of any beneficial results except to one or two individuals. The Charity Commissioners have, however, prepared a scheme for the application and management of its funds, and though the scheme is still in abeyance it is almost certain that the hospital will become a medical charity for scrofulous patients. This object is considered most desirable by the medical profession, and it is similar in character to the supposed original design of the foundation, viz., the reception and treatment of leprous people; and as the one institution has been converted into an educational charity, it is fair and reasonable that the other should supply a want equally felt, and till now unprovided for.

Freemen's rights and dividends.

There are no other charities in Northumberland which require notice. But I am reminded by the subject to refer again to some remarks of the town clerk of Berwick, already reported, as to the desirability of abolishing the "stints and meadows" allowances received by freemen of the borough. It is not unlikely that similar distributions of corporation revenues are made elsewhere. Certainly in some places, where freemen do not receive money payments, they may enjoy rights which interfere with the public interests. I think that complaints of this nature might be heard in Newcastle, although not in connexion with the subject of education. And it must be remembered that the existing bodies of freemen no longer represent the same classes or the same proportionate numbers of citizens as formerly. They are often, as at Berwick, a privileged caste, so to speak, with interests distinct from those of the great body of ratepayers.

I have the honour to be,
My Lords and Gentlemen,
Your obedient servant,

Trinity College, Cambridge. J. LEMPRIERE HAMMOND.

APPENDIX.

(A.)—*See* page 262.

Abstract of Replies to Particulars of Inquiry relating to Private Schools for Boys.

The following tables contain the most important particulars supplied by private schoolmasters in their written returns. In a very few instances I have inserted, by way of supplement, one or two additional facts obtained on the occasion of my visits of inspection.

The value of the information received varies according to the candour and sagacity of individual schoolmasters, and the impression produced on a stranger's mind by a perusal of the written schedules would often need correction. I may observe, however, that the very complete particulars respecting school No. 1 (Northumberland) are quite trustworthy, and the same remark applies generally to the returns received from the first seven Norfolk schools.

Elsewhere I have stated that the meaning of some of the questions has been sometimes misunderstood. There is, however, one question by which the honesty and discretion of all schoolmasters may be pretty fairly tested. This is question 43: "Is the ordinary school instruction sufficient, without supplementary aid, to prepare a boy of good ability for success in the competitive examinations for scholarships at the Universities, and for the civil, military, and East India services?"

The question is vague, for there is an immense difference between the attainments of a successful competitor in the examinations for a line commission and for a Balliol scholarship. Moreover, various degrees of proficiency are necessary for success in open scholarship examinations at the different English and Scotch Universities, and at the different colleges in the same University.

Many Northumberland schoolmasters have viewed the question as applying only to bursaries or scholarships at Scotch Universities. Even in this case a large majority of them were morally bound to answer the question distinctly in the negative; and if the question be stretched so as to include the scholarships at Balliol, and the minor scholarships at Trinity and St. John's, no schoolmaster, either in Norfolk or Northumberland, could venture to give an unqualified affirmative reply. Yet such a reply has been received from Alnwick Corporation and Haydon Bridge endowed schools, and even from some private schools in Northumberland which are practically schools of primary instruction.

NORTHUMBERLAND.	1.			2.		
	Day Scholars.	Boarders.	Left School.	Day Scholars.	Boarders.	Left School.
Average number of scholars for three years — *Total*	180	15	30	95	10	109
Under 10	18	0	6	30	2	
Between 10 *and* 14	99	9	10	60	6	
„ 14 *and* 16	62	4	11	5	2	
Above 16	10	2	3	0	0	
Occupation of parents	All professions and trades.			Merchants, tradesmen, surgeons, attorneys, farmers, &c.		
Distance from which day boys come.	From town or six miles round by train and coach.			Generally half a mile to a mile; some 3 to 16 miles by train.		
Fees and payments	General school work, 8*l.* 8*s.*, 12*l.* 12*s.*, 16*l.* 16*s.* per annum for boys under 10, above 10, and above 14 respectively.			General school work; no information.		
	Extra Subjects.					
			£ *s.* *d.*			
Day scholars — Latin and French (each)			4 4 0			
German			2 2 0			
Drawing			2 2 0			
Gymnastics			2 2 0			
Music			6 6 0			
	Boarders.			Boarders.		
						£ *s.* *d.*
Boarders — Highest bill			59 3 2	Highest bill		63 4 6
Average „			43 13 6	Average „		48 17 1
Lowest „			33 0 0	Lowest „		42 3 9
Assistants, their salaries and duties.	£			Eight assistants and a lady teacher; remuneration, board and lodging, with salaries varying from 30*l.* to 60*l.* per annum. The assistants' duties, to conduct classes in school, and to take charge of boarders out of school.		
Classical	70 per annum.					
French	50 „					
Drawing	15 „					
Dancing	20 „					
German	10 „					
Music	15 „					
Gymnastics	5 „					
Mathematical	60 with board and lodging.					
Writing	50 „ „					
3 English at 50*l.*, 40*l.*, and 35*l.*	„ „					
Separate rooms for study	One room for all.			No.		
Size of bed-rooms	2,160 cubic feet; 18 persons.			10,750 cubic feet; 14 persons.		
Separate beds	If desired; double beds in the house.			Yes.		
Discipline of bed-rooms	A teacher sleeps in each room.			Master sleeps in adjoining room.		
Playground	1,422 square yards.			No playground.		
Arrangement of school	Classified separately for every subject.			School classified chiefly by one leading subject, and by other subjects subordinately.		
Examinations	Examined once a year, by no special examiner, in the presence of parents and friends.			Each class examined once a week by the master.		
Means of discipline	Corporal punishment, in private, by master only; assistants impose tasks and confinement.			Cane used publicly, and written tasks imposed.		
Difficulties experienced by schoolmasters.	Parents give little assistance to pupils preparing lessons at home.			Not many.		

[continued on p. 546.]

3.	4.	5.	6.
15 at the time of inspection, all day scholars.	Day Scholars. Boarders. Left School. 12 4 11 5 0 4 7 3 6 0 0 1 0 2 0 N.B. At the time of inspection 28 boys present.	65 boys at the time of inspection, aged 4 to 18, the generality being 14 or 15 years of age; 6 boarders.	Day Scholars. 18 10 6 2 0
Clergymen, doctors, solicitors, and well-to-do tradesmen. Sometimes from as far as three miles.	Merchants, farmers, and tradesmen. From within one mile.	Merchants, doctors, farmers, publicans, captains and owners of vessels. Some from seven miles by train or coach.	Tradesmen, merchants, or persons employed on the quay. From within a mile.
General school work, 4*l.* 4*s.*, 6*l.* 6*l.*, and 8*l.* 8*s.* per annum.	General school work, 4*l.* 4*s.* and 6*l.* 6*s.* per annum. Boarders. £ s. d. Highest bill - 42 0 0 Average „ - 36 0 0 Lowest „ - 30 0 0	Quarterly Terms in Advance. £ s. d. Junior department - 0 12 6 Juvenile „ - 0 17 6 Senior „ - 0 31 6 For English education and one language (French or Latin). When more than one foreign language is £ s. d. learnt at once - 2 2 0 German - - 1 11 6 Music - - 1 1 0 Gymnastics' - 0 5 0 Dinner for day pupils - 1 11 6 Boarders from 25 to 35 guineas.	Quarterly Terms. General school work, 1*l.* 1*s.* Extra Subjects. £ s. d. Latin - 0 10 6 Greek - 0 10 6 French - 0 10 6 German - 0 10 6
Assistant master, salary about 60*l.* per annum. Duties, to teach reading, writing, arithmetic, and elementary English grammar.		Assistants; no information respecting their number or salary. They receive board and lodging, and exercise a general superintendence.	No information.
—	One room, superintended by master.	One for seven boys.	—
—	3,000 cubic feet, occupied by two.	3,000 cubic feet; two rooms; 6 scholars, and two attendants.	—
—	If required by parents; when 4, two in each bed.	If desired; boys generally prefer a bed-fellow.	—
—	No information.	Assistant master alternately.	—
5,300 square yards.	No information.	3,100 square feet.	No information.
Classified by group of leading subjects solely.	Each class has two or three leading subjects.	School classified by a group of subjects.	Classified by groups of subjects.
Examined by master frequently on all subjects taught.	Examined by teacher on Friday on the work of the week.	Examined once in six months by the master in all subjects.	
Cane used by assistant, if a prudent man.	Detention in school to revise lessons.	No corporal punishment; scholars detained in school.	Punishment by cane sometimes; inflicted only by the master.
Stupidity, and sometimes ill-timed interference of parents.	Parental inattention to supervision of evening lessons. In some cases detention of boys at home for trifling reasons, and want of punctuality in enforcing attendance at proper hours of commencing work.	Parents' inattention to home studies.	Absence of earnest home co-operation.

[continued on next page.]

NORTHUMBERLAND.	7.	8.
		Day Scholars. / Left School.
Average number of scholars for three years — *Total*	10 day scholars aged 10 to 14 at the time of inspection. There is another division superintended by the master's wife at another house.	18 / 12
Under 10		8 / 3
Between 10 *and* 14		10 / 4
„ 14 *and* 16		0 / 4
Above 16		0 / 2
Occupation of parents	Medical men, manufacturers, and tradesmen.	Mercantile, manufacturing, and mechanical.
Distance from which day boys come	None over two miles.	Generally less than a mile.
Fees and payments, day scholars, boarders.	Annual fees for general work, 12*l.* 12*s.*	Annual Terms. General School Work. English £3 0 0 Classical and mathematical £4 4 0 Extra Subjects. French or German £2 0 0 Drawing £1 0 0 Extra charges £0 6 0
Assistants, their salaries and duties	No assistant except the master's wife.	Drawing master receives 5*s.* per quarter from each of his pupils; French master has not attended since 1804.
Separate rooms for study	—	—
Size of bed-rooms	—	—
Separate beds	—	—
Discipline of bed-rooms	—	—
Playground	No playground.	No playground.
Arrangement of school	Each division of the school is subdivided into two classes, chiefly by their proficiency in reading.	Classified by a group of subjects
Examinations	Examined every three months by the master in a variety of subjects, including politics, travels, and news of the day.	No public examination.
Means of discipline	No corporal punishment; confinement and extra lessons for rudeness and idleness.	Corporal punishment publicly for violence; detention in school for bad lessons.
Difficulties experienced by schoolmasters.	Ill-trained children, ignorant parents, irregular attendance, and insufficient remuneration.	Over indulgence by parents sending messages to excuse lessons, and neglecting to superintend their preparation.

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9.	10.	11.	12.
Day Scholars. / Boarders. / Left School. 46 / 2 / 15 31 14 0 0	Day Scholars. 32 17 12 3 0	Day Scholars. 48 25 20 2 1	26 boys and 11 girls at the time of inspection, all day scholars.
Shipowners, sailing masters, drapers, &c.	Solicitors, agents, drapers, &c.	Tradesmen, merchants, shopkeepers, &c.	Small proprietors, farmers, shepherds, merchants, and mechanics.
Within 400 yards.	None over two miles.	Generally within two miles.	From within five miles.
No information.	Annual Fees. General School Fee. £ s. d. Under 10 years - 1 16 0 Above 10 „ - 2 8 0 Extra charges - 0 4 0	Annual Fees. General School Work. £ s. d. Under 10 - 2 2 0 Above 10 - 3 0 0 Including mensuration, algebra, book-keeping, and Euclid - 4 4 0 Extra Subjects. Latin - 0 10 0 French - 0 10 0 Phonography - 0 10 0 Private tuition - 4 4 0 Extra charges - 0 4 0	No information.
No assistant.	No assistant.	A pupil-teacher is appointed by the master.	No assistant.
One room.	—	—	—
15 feet square by 9 feet high.	—	—	—
Two in one bed.	—	—	—
Never needed.	—	—	—
None.	No playground.	No information.	No playground.
Separate classes for every subject.	Separate classes for every subject.	Classified by one or more subjects chiefly, and by others subordinately.	School classified by a group of subjects.
Examined once per annum by the master.	Examined yearly by clergymen invited by the master.	Examined once in six months by the master in the presence of the friends of the pupils.	Examined once a year by a deputation from the English Presbyterian Church.
Corporal punishment publicly.	Corporal punishment generally public in cases of gross misbehaviour; tasks for carelessness.	Cane used moderately and publicly.	Corporal punishment rare; "fault books."
Want of parental authority and irregularity in the payment of bills.	None.	In teaching self-control.	None.

[continued on next page.]

NORTHUMBERLAND.	13.	14.
		Day Scholars.
Average number of scholars for three years. — *Total*	At the time of inspection 90 boys and 24 girls, day scholars.	48 boys. 15 girls.
Under 10		24 „ 2 „
Between 10 *and* 14		22 „ 10 „
„ 14 *and* 16		2 „ 3 „
Above 16		
Occupation of parents	Tradesmen, master mariners, and farmers.	No information.
Distance from which day boys come	Greatest distance, three miles.	
		Quarterly Terms.
Fees and payments, day scholars, boarders.	No information.	Reading, 8*s.* 6*d.* Writing, 10*s.* 6*d.* Arithmetic, 12*s.* 6*d.*
Assistants, salaries, duties	No information; at the time of inspection there were two masters in partnership.	No information.
Separate rooms for study	—	—
Site of bed-rooms	—	—
Separate beds	—	—
Discipline of bed-rooms	—	—
Playground	No playground.	No information.
Arrangement of school	School classified only for some subjects.	No information.
Examinations		
Means of discipline	Corporal punishment, publicly, and transcribing after school hours.	No information.
Difficulties experienced by schoolmasters.	No information.	No information.

[continued on p. 550.]

15.	16.		17.	18.
Day Scholars.	Day Scholars.	Left School.		Day Scholars.
80	49	220	48 day scholars.	26
20	32	160		15
40	13	40		8
20	4	20		3
0	0	0		0
N.B.—Seven girls at the time of inspection.				
Merchants and mechanics.	No information.		Labourers, farmers, tradesmen, seamen, and mechanics.	Tradesmen, labourers and mechanics.
Within 2½ miles.	Most within half a mile.		Average about 200 yards.	From short distances in the town.
			Quarterly Fees.	Weekly Payments.
No information respecting general school work, (probably 6*d.* a week.) Extra subjects.—Book-keeping, 3*d.*; grammar, 3*d.* per week.	4*d.*, 6*d.*, and 8*d.* per week.		Reading - - - £ 0 s. 4 d. 0 Reading and writing - 0 5 0 Reading, writing, and arithmetic - - 0 6 0 Reading, writing, arithmetic, and grammar 0 7 0 If three of one family, the youngest 1*s.* less than the usual fee. Some pay weekly, some by the fortnight, others quarterly, and some contrive *not to pay at all*; vacation time is not charged.	Reading - - - d. 3 Reading and writing - 4 Reading, writing, and arithmetic - - - 6 With grammar - - 8 Fires, 6*d.* per ann.
Father teaches younger pupils reading and writing.	No assistant. The master's wife was teaching some little girls and boys at the time of inspection.		No assistant.	No information.
—	—		—	—
—	—		—	—
—	—		—	—
—	—		—	—
Playground about one acre.	No playground.		No playground.	No playground.
Classified by a group of subjects. Examined once a year, generally by a clergyman. For all faults the strap used publicly.	Classified chiefly by reading. No information. Cane used slightly and seldom.		Separate class for each subject. Examined on Fridays by the teacher, when *dux* of each class receives 1*d.* Corporal punishment publicly with the "taws."	Separate class for each subject. No information. No corporal punishment.
None.	(1) In consequence of the number of public and private schools the lower classes have a habit of stopping at school only for a short time. (2) Unjust and useless competition of public schools receiving Government grants on pretence of educating the *poor*, which schools are really middle-class schools.		Distraction of pupils' minds by frequent holidays, excursions, reviews, railway trips, and other amusements.	Irregularity of attendance.

[continued on next page.]

NORTHUMBERLAND.	19.	20.
	Day Scholars.	Day Scholars.
Average number of scholars for three years — *Total*	Only for 1864. 70	85 (returned.)
Under 10	20	73 boys and 13 girls at the time of inspection, all under 13 years of age.
Between 10 *and* 14	28	
„ 14 *and* 16	16	
Above 16	6	
	Probably of both sexes, for at the time of inspection there were 48 boys and 29 girls.	
Occupation of parents	Surgeons, merchants, tradesmen, farmers, &c.	Shipowners, captains, seamen, and shipwrights.
Distance from which day boys come	Within three miles.	Most within a quarter of a mile; some from two miles.
	Annual School Fees.	Annual Fees.
Fees and payments, day scholars, boarders.	Scholars under 8, from 1*l.* 6*s.* to 1*l.* 10*s.* Scholars above 8, from 1*l.* 14*s.* to 2*l.* 10*s.*	£ *s.* *d.* Reading - - - 0 16 0 Reading and writing - - 1 6 0 Reading, writing, arithmetic, mensuration, algebra, geography, and grammar - 1 10 0 Average for last year 1*l.* for each pupil.
Assistants, salaries, duties	No information, but the master's wife was assisting in the school.	Assisted by his father.
Separate rooms for study	—	—
Size of bed-rooms	—	—
Separate beds	—	—
Discipline of bed-rooms	—	—
Playground	Playground for boys 40 feet square, and one smaller for girls.	No playground.
Arrangement of school	Separate class for every subject.	No information.
Examinations	School not long established; no examination up to this time.	Examined every Friday, and at Christmas, by the master or his father.
Means of discipline	Mild corporal punishment for grave offences inflicted publicly.	Corporal punishment and impositions.
Difficulties experienced by schoolmasters.	None, except defective accommodation.	No information.

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21.	22.	23.	*24.
Day Scholars. 36 20 14 2 0	Day Scholars. 76 boys and 11 girls at the time of inspection, all under 13 years of age.	Day Scholars. 14 in summer, 28 to 32 in winter.	Day Scholars. Boarders. 35 to 40 8 to 10 at most.
Mostly employed on ublic works.	Mechanics and labourers.	Farmers, artificers, and husbandmen.	Professional men, merchants, and wholesale dealers.
About two miles.	No information.	Sometimes three miles and upwards.	No information.
No information.	No information.	No information.	No information respecting school fees. £ s. d. Boarders under 6 25 0 0 " over 6 - 30 0 0 Extras, about 6 0 0 per annum.
No information.	No information.	No information.	No information.
—	—	—	No information.
—	—	—	No information.
—	—	—	As wished.
—	—	—	No information.
No information.	No information.	No information.	No information.
No information.	No information.	No information.	No information.
No information.	No information.	No information.	No information.
Strap used publicly for bad behaviour.	No information.	No information.	No information.
No information.	No information.	No information.	No information.

* Preparatory School.

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NORTHUMBERLAND.	1.	2.
What, if anything, are the scholars required to know on admission?	Nothing except alphabet.	Nothing. There is a preparatory department in the school in which they are taught by a lady to read and write before they enter the masters' classes.
Do the scholars come from some other school or from home teaching?	From both; more from home.	Generally from schools.
In which case are they better prepared?	Little boys from ladies' schools best prepared.	From schools.
What is the average time the pupils remain in the school?	Five years.	Four years.
Number of weeks during which the school is at work.	41	42
How many hours a week are the scholars in school?	29	30
Proportion of lessons learnt— (a.) *in school.* (b.) } (c.) } *out of school* { *with teacher.* / *without teacher.*	All, with few exceptions, learnt by day pupils at home and by boarders under a master's supervision.	No information.
Are exercises in ancient and modern languages— (a.) *short sentences.* (b.) *continuous passages.* (c.) *original composition?*	(*a.*)	(*a.*)
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (c.) *set in writing?*	All three methods.	(*a.*) and (*c.*)
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures?*	(*a.*) Younger pupils; (*b.*) and (*c.*) older pupils.	(*a.*) and (*b.*)
Subjects of instruction— (1.) *best fitted, in the master's opinion, for his scholars.*	Reading, writing, arithmetic, grammar, geography, history, composition, Latin, French, and German.	Arithmetic, with general English.
(2.) *preferred by parents* - - -	Reading, writing, arithmetic, grammar, geography, history, mathematics, and French.	The above generally.
Is a modification of the course of instruction attempted in any case?	Yes; in special cases or by parents' desire pupils are put into particular classes.	Latin, Euclid, and algebra are sometimes discontinued to fill up time for arithmetic.
Is it, in master's judgment, possible or expedient to give a direct preparation for particular occupations?	Possible, but not expedient. Those designed for legal or medical professions ought to be prepared in school for the required examinations.	No.
Are independent examinations desirable? -	No. Would object to a stranger, but would welcome the presence of a judicious examiner.	No information.
If so, by what examiners?	No information.	No information.
What system of rewards and prizes is in use?	Book prizes decided by marks obtained in class, for place, and work done.	1st and 2nd sometimes 3rd prizes in each class for most marks during half year.
Is the ordinary school instruction sufficient of itself to prepare a boy of ability for competitive examinations at the Universities and for the Civil, Military, and East India Services?	Yes, in the case of scholarships at universities, but not at East India Civil Service Examinations.	No information.
No. of students (on an average of five years)— (a.) *that have proceeded to a University*	(*a.*) 3.	(*a.*) None.
(b.) *that have proceeded to another place of education.*	(*b.*) 10.	(*b.*) 10.
Distinctions gained within the last 10 years by former pupils.	Three scholarships at Durham; 3 A.A. Oxford Middle Examination; 4 junior do.; London University matriculation	No information.

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3.	4.	5.	6.
To read an easy English book.	To read pretty well.	Nothing.	To read; but in many cases the representations of parents are found incorrect.
Generally from other schools. Sometimes from home teaching.	Partly from both.	Generally from other schools.	Principally from other schools.
Very badly prepared in both cases.	Young boys from female schools are best.	I do not remember having received any scholar who had been really taught at home.	Boys found best prepared, when they have previously been taught at home or by a governess.
About 6 years.	Not established long enough to say.	The majority stay for 5 or 6 years. Many stay 8 or 10 years. A number come for the last year of their scholastic life.	They generally leave in their 15th year, unless backward in their acquirements.
48	40	44	About 42
31	28	30	30
Most learnt out of school, generally without supervision.	Day pupils learn lessons at home; boarders with the master.	Lessons committed to memory are learnt out of school. Day scholars are seldom assisted. Boarders are by teachers.	Most in school; home preparation the exception.
(*a.*)	(*a.*) and orally.	(*b.*)	(*a.*) and (*b.*)
(*a.*) and (*b.*) and sometimes (*c.*)	(*b.*) first, then (*a.*)	(*a.*), (*b.*), (*c.*)	(*a.*); (*b.*) occasionally.
(*a.*) Generally; (*b.*) very often; (*c.*) sometimes.	(*a.*) Schmitz's Rome and Collier's England, filled up with oral remarks.	(*a.*)	(*a.*)
Latin, Greek, French, German, arithmetic, Euclid, and algebra.	Mathematics, arithmetic, geography, history, and English literature, with modern languages; Latin in a few instances.	Those fitted for mercantile life, including English, Latin, French, &c.	Such as are connected with business in general and with mercantile pursuits.
The above by educated parents. Arithmetic, grammar, geography, and writing by the less educated.	An English commercial course.	Good English education.	The above.
Sometimes, when it can be done without sacrificing intellectual training.	According to parents' wishes.	The wishes of parents studied in every case.	More attention is paid to certain branches, according to the line of life selected by parents.
Hardly expedient.	It is impossible to satisfy the wishes of every parent in this respect. Latin and Greek, the former especially, should be the grammatical groundwork.	To a considerable extent.	Possible and expedient.
Doubtful. Should prefer an examination to be conducted by the master, but independent examiners might be present to put any question.	Yes.	Public examination would neither benefit nor damage my academy.	No. Approval of parents best test of success.
Not by Government, perhaps by University examiners.	Government inspectors.	Believe it to be a difficult thing to get gentlemen thoroughly qualified.	—
None, except my approbation and commendation.	No information.	Books assigned according to marks.	No information.
Hardly. They don't remain long enough.	I have not had sufficient time to say how far I may have opportunity to prepare boys for universities, &c. as all are either too young or not intended for such service or positions.	Yes.	At present hardly sufficient. Supplementary aid is reserved for private tuition.
No information.	No information.	Cannot state (keep no register).	No information.
No information.	No information.	—	No information.
No information.	No information.	No information.	No information.

[continued on next page.]

[continued from p. 540.]

NORTHUMBERLAND.	7.	8.
What, if anything, are the scholars required to know on admission?	No rule respecting this.	Only to be able to read. Some are occasionally admitted who cannot even read.
Do the scholars come from some other school or from home teaching?	Usually from other schools, except very young pupils.	More from other schools.
In which case are they better prepared?	In both cases very ill prepared.	Better from preparatory and other schools.
What is the average time the pupils remain in the school?	Three or 4 years. Every year some leave to go to boarding schools.	About 3 years. They often go to finish in other schools.
Number of weeks during which the school is at work.	42	43
How many hours a week are the scholars in school?	25 Higher Division; 21 Lower Division.	24
Proportion of lessons learnt— (a.) *in school.* (b.) } (c.) } *out of school* { *with teacher.* { *without teacher.*	Lessons occupying half an hour learnt out of school, not under supervision.	At home, but time allowed to look over them in school.
Are exercises in ancient and modern languages— (a.) *short sentences.* (b.) *continuous passages.* (c.) *original composition?*	(*a.*) and (*b.*)	(*a.*)
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (c.) *set in writing?*	(*a.*), (*b.*), (*c.*)	(*a.*), (*b.*), (*c.*)
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures?*	(*c.*)	(*a.*)
Subjects of instruction— (1.) *best fitted, in the master's opinion, for his scholars.*	History, reading, geography, arithmetic, grammar, composition, politics, news of the day, biography, natural history, natural philosophy, bookkeeping, commercial hand-writing, mental calculation, travels, drawing, &c.	Good English and commercial course.
(2.) *preferred by parents*	Reading, arithmetic, grammar, and writing.	Those that fit them soonest for business.
Is a modification of the course of instruction attempted in any case?	Sometimes the system is modified to suit particular cases.	Yes, at the request of parents; the pupils leaving some studies to pursue others.
Is it, in master's judgment, possible or expedient to give a direct preparation for particular occupations?	Sometimes possible.	To some extent.
Are independent examinations desirable?	Rather a disadvantage, pupils being generally overawed by the presence of the examiner do not answer well.	Possibly.
If so, by what examiners?	—	By Government.
What system of rewards and prizes is in use?	Books and sketches in oil, knives, &c. decided by daily marking and estimated average place in classes, are given once a year.	None.
Is the ordinary school instruction sufficient of itself to prepare a boy of ability for competitive examinations at the Universities, and for the Civil, Military, and East India Services?	Pupils not old enough for that.	The school is chiefly intended for pupils preparing for business and only a limited portion of school time can be afforded for classical studies.
No. of students (on an average of five years)— (a.) *that have proceeded to a University.*	—	—
(b.) *that have proceeded to another place of education.*	—	(*b.*) Some leave to finish at larger schools. No record is kept of boys leaving to go to another place of education.
Distinctions gained within the last 10 years by former pupils.	No information.	No information.

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9.	10.	11.	12.
No rule as to this.	To read 1st Lesson Book.	No information.	No standard of learning is required.
Other schools.	Generally from other schools.	From both.	From both.
Other schools.	—	From other schools.	From other schools.
—	Six years.	Three years.	From 1½ to 4 years.
49	46	44	45
	30	27	30
All the grammar and written exercises done out of school.	Spelling, grammar, and geography done out of school; reading, writing, arithmetic, history, in school.	One hour every evening is necessary for preparing lessons for next morning.	In the higher classes most lessons learnt at home; in the lower most learnt in school.
(*a.*), (*b.*), (*c.*) sometimes.	No information.	(*a.*)	(*a.*) for home lessons. In class a subject of the day is given for English composition.
(*a.*), (*b.*), (*c.*) sometimes.	(*a.*), (*b.*), (*c.*)	(*a.*), (*b.*), and (*c.*)	(*a.*) generally.
(*a.*)	(*a.*)	(*a.*), (*b.*), and (*c.*)	(*a.*)
1st, A thorough grammatical knowledge of English language, arithmetic, geography, mathematics, at least practical, and the rudiments of Latin and Greek simply as a key to the English language.	Reading, writing, arithmetic, geography, grammar, history, bookkeeping, and drawing.	Grammar, arithmetic, geography, history, &c.	Grammar, composition, geography, arithmetic, bookkeeping, mensuration, land surveying, and theoretical knowledge of farming.
Reading, writing, arithmetic, and geography.	The above.	Grammar and arithmetic.	Reading, writing, and arithmetic; but parents' views of education are probably becoming enlarged.
Yes. Boys visibly defective are not required to study the higher branches.	Every boy is trained for the trade or calling for which he is intended.	In certain cases a pupil receives particular attention and studies special subjects apart from the classes.	As far as possible when boys are being prepared for a certain line of life.
In some cases it is expedient to select those branches which are most suitable for the intended occupation of the scholars.	In a small school it can be done.	Possible and expedient, but should be a secondary consideration.	Possible, if the school be adapted for that purpose.
No advantage. Would object, if not under certain conditions.	An advantage.	There might be some advantage, but whether it would counterbalance the extra anxiety the master would suffer in preparing for examiners is questionable.	Yes, annual public examinations.
—	Teacher should invite some gentleman.	No information.	No information.
Prizes to the most meritorious.	None.	Reward for each subject at close of term.	None.
Many have gone through examinations at Edinburgh as they left my class.	Perhaps not.	Yes.	Think it is, provided they remain at school and prosecute their studies for that purpose.
(*a.*) Seven to Edinburgh within the space of three years.	Cannot say.	No information.	(*a.*) Three in five years; one of them to Durham.
—	—	No information.	—
No information.	No information.	No information.	One entered in the list of honours for two sessions at St. Andrew's; one is said to have got a prize at Edinburgh.

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NORTHUMBERLAND.	13.	14.	15.
What, if anything, are the scholars required to know on admission?	To be able to read an easy book.	No information.	To read.
Do the scholars come from some other school or from home teaching?	Other schools.	No information.	From both.
In which case are they better prepared?	No information.	No information.	From other schools.
What is the average time the pupils remain in the school?	No information.	No information.	They leave to go to business.
Number of weeks during which the school is at work.	48	47	Nearly 48.
How many hours a week are the scholars in school?	30	25	Nearly 30.
Proportion of lessons learnt— (a.) *in school.* (b.) } *out of school* { *with teacher.* (c.) } { *without teacher.*	All learnt out of school.	No information.	Lessons learnt both in school and at home.
Are exercises in ancient and modern languages— (a.) *short sentences.* (b.) *continuous passages.* (c.) *original composition?*	(*a.*) and (*b.*)	No information.	(*a.*)
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (c.) *set in writing?*	(*a.*) and (*b.*)	No information.	(*a.*) and (*c.*)
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures?*	(*a.*)	No information.	(*b.*)
Subjects of instruction— (1.) *best fitted, in the master's opinion, for his scholars.*	Reading, writing, arithmetic, "(entered in ciphering book "prepared and ruled by the pu-"pil)," spelling and dictation, transcribing, grammar, geography, history, mensuration, land surveying, and geometry.	No information.	Reading, writing, arithmetic, grammar, geography, history, and mensuration.
(2.) *preferred by parents*	Reading, writing, arithmetic, and book-keeping.	No information.	Reading, writing, grammar, and arithmetic.
Is a modification of the course of instruction attempted in any case?	Yes, in the case of boys who are intended for certain lines of business; but not for boys who prove to be disqualified for any part of the school work.	No information.	Yes, some boys are taught alone.
Is it, in master's judgment, possible or expedient to give a direct preparation for particular occupations?	No information.	No information.	Yes.
Are indepenednt examinations desirable?	No information.	No information.	Yes.
If so, by what examiners?	No information.	No information.	No information.
What system of rewards and prizes is in use?	None.	No information.	Books are given according to the pupils' abilities.
Is the ordinary school instruction sufficient of itself to prepare a boy of ability for competitive examinations at the Universities and for the Civil, Military, and East India Services?	Yes.	No information.	No information.
No. of students (on an average of five years)— (a.) *that have proceeded to a University.*	No information.	No information.	None.
(b.) *that have proceeded to another place of education.*	No information.	No information.	——
Distinctions gained within the last 10 years by former pupils.	No information.	No information.	No information.

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16.	17.	18.
There is no test. The greater number are very ignorant.	Not required to know anything.	No educational knowledge required.
The greater number from National schools.	A large majority from home.	From other schools.
In both cases very badly.	Those that come from home are the best scholars.	No information.
About six months. They migrate to schools in the neighbourhood.	There are ever some coming from and others going to schools around.	The school has only been in existence three years. Some have remained all that time.
47	47	50
20½	27	24½
Copybook exercises are written in school, and lessons in spelling, tables, grammar, and geography learnt at home.	All learnt in school.	Additional lessons in geography and grammar assigned as evening tasks.
No information.	No information.	(*a.*) and (*b.*)
(*a.*) (*b.*), and sometimes (*c.*)	(*a.*) generally; sometimes (*b.*) and (*c.*)	(*a.*), (*b.*), and (*c.*)
(*b.*)	Every third week the 1st class reads in the History of England edited by Dr. H. White.	(*a.*)
Reading, writing, and arithmetic.	Reading, writing, arithmetic, book-keeping, grammar, geography, practical mathematics, &c.	English, reading, writing, arithmetic, grammar, and geography.
Reading, writing, and arithmetic.	The foregoing.	The above.
A boy is taught any particular subject his parents may wish.	Boys intended for mercantile pursuits are advanced in arithmetic, book-keeping, English grammar, &c. Those intended for mechanical, in arithmetic and practical mathematics as far as continuance at school permits	Yes, for those intended for certain lines of life.
Not easy. Boys must learn their business *after* they leave school.	Possible and expedient.	Such preparation would lessen the chance of acquiring proficiency in branches indispensable for success in any avocation whatever. The tradesman is the person best qualified to instruct his apprentices.
A questionable advantage much depends on the manner of conducting them.	Doubt it.	Examinations are considered to be great *shams*. The preparation for a public examination entails a great loss of valuable time. It tends too frequently to degrade the teacher, and gives a handle to *busybodies* to insult or calumniate him.
By schoolmasters appointed by their own body. They should be *sworn* to write no malicious or false reports.	No information.	Examiners should do their work privately, uninfluenced by the presence and opinion of any other party.
Every week a small prize for proficiency in writing or other subjects.	Nominal prize every Friday to the dux of each class. It excites emulation, and disappointment does not cause bad feeling.	No information.
No information.	No information.	No information.
—	—	No information.
(*b.*) About 60 per annum go to other schools in neighbourhood. None.	(*b.*) some to other places of education. No information.	No information. No information.

[continued on next page.]

[continued from p. 544]

NORTHUMBERLAND.	19.	20.
What, if anything, are the scholars required to know on admission?	To read English and know their letters.	Children are admitted whether they know anything or not.
Do the scholars come from some other school or from home teaching?	From other schools.	From both.
In which case are they better prepared?	No information.	From other schools.
What is the average time the pupils remain in the school?	The school only in existence for one year.	No information.
Number of weeks during which the school is at work.	46	50
How many hours a week are the scholars in school?	27	35
Proportion of lessons learnt— (a.) *in school.* (b.) (c.) *out of school* { *with teacher.* / *without teacher*	All lessons requiring an effort of memory are expected to be prepared at home.	(*a.*) reading, writing, and arithmetic. (*c.*) Grammar, geography, and spelling.
Are exercises in ancient and modern languages— (a.) *short sentences.* (b.) *continuous passages.* (c.) *original composition?*	(*a.*) and (*b.*	No information
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (c.) *set in writing?*	(*a.*) generally; (*b.*) and (*c.*) sometimes.	(*a.*) generally; (*b.*) and (*c.* sometimes.
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures?*	(*a.*)	(*a.*)
Subjects of instruction— (1.) *best fitted, in the master's opinion, for his scholars.*	Geography, grammar, mathematics, history, and rudiments of science.	Reading, writing, arithmetic, mensuration, algebra, grammar, geography, Latin, and French.
(2.) *preferred by parents* - -	The above.	The above (generally).
Is a modification of the course of instruction attempted in any case?	Boys intended for certain lines of life are relieved from general routine of school work.	When boys are intended for a particular business, they are instructed in branches most suitable.
Is it, in master's judgment, possible or expedient to give a direct preparation for particular occupations?	No information.	Yes.
Are independent examinations desirable?	Yes.	Yes.
If so, by what examiners?	Gentlemen who have received a college education.	By competent examiners, after due notice given.
What system of rewards and prizes is in use?	None.	Rewards to those that acquit themselves creditably at Christmas examination.
Is the ordinary school instruction sufficient of itself to prepare a boy of ability for competitive examinations at the Universities and for the Civil, Military, and East India Services?	Yes, for scholarships at Scottish universities. Attention has not been directed to other cases.	Yes.
Number of students (on an average of five years)— (a.) *that have proceeded to a University.*	No information.	No information.
(b.) *that have proceeded to another place of education.*	No information.	No information.
Distinctions gained within the last 10 years by former pupils.	No information.	No information.

[continued on p. 560]

21.	22.	23.	* 24.
The alphabet.	No information.	No information.	No information.
Frequently from other schools.	From both.	No information.	Home.
No information.	No information.	No information.	No information.
No information.	No information.	No information	25
48	49	No information.	40
25	30	No information.	No information.
Two lessons daily, at least, learnt in school. One out of school without teacher.	No information.	No information.	No information.
No information.	No information.	No information.	No information.
(*a.*)	No information.	No information.	No information.
(*a.*)	No information.	No information.	No information.
English, writing, arithmetic, book-keeping, and mathematics.	Arithmetic, mensuration, grammar, and geography.	No information.	No information.
No information.	The above.	No information	No information.
No information.	No information.	No information.	No information.
No information.	Yes.	No information.	No information.
No information.	No information.	No information.	No information.
No information.	No information.	No information.	No information.
No information.	No information.	No information.	None.
Think so.	No information.	No information.	No information.
(*a.*) None.	No information.	No information.	—
(*b.*) Several to other places of education.	No information.	No information.	(*b.*) 10 or 12 to other places of education.
No information.	No information.	No information.	No information.

* Preparatory school.

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NORTHUMBERLAND.	1.					2.				
Subjects.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	4.	5.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	4.	5.
Religious knowledge	180	3	¼	¼	¼	100	5	½	..	..
Greek	5	2	3	3	Two classes only.	..	..	..	..	..
Latin	60	4	5	5	5	80	..	4	..	..
French	45	3	4	4	4	30	..	2	..	..
German	7	2	1½	1½	Two classes only.	..	..	..	..	..
Arithmetic	170	6	5	5	5	100	..	4	..	..
Bookkeeping	6	1	4	..	..	5	..	..	..	..
Mensuration	2	1	..	..	..	..	..	..	..	..
Mathematics	40	4	5	5	5	27	..	..	..	..
Physics	2	1	..	..	..	..	..	..	..	..
Natural history	40	1	1	..	..	..	..	..	..	..
Chemistry	21	1	2½	..	..	..	..	..	..	..
History	112	4	1½	1½	1½	100	..	1½	..	..
Geography	165	5	2½	2½	2½	100	..	1½	..	..
English grammar	145	5	5	5	2½	25	..	2	..	..
English literature	2	1	..	..	..	..	..	..	..	..
English composition	125	4	taught with grammar.			..	..	..	..	..
Reading	147	6	5	5	5	100	..	4	..	..
Writing	185	4	3	5	3¼	100	..	2	..	..
Music	4	1	1	..	..	4	..	¼	..	..
Drawing	27	2	1½	1½	..	4	..	2	..	..
Other subjects	..	..	..	..	..	..	..	..	..	..

List of subjects recently studied and of Books in use.		
Religious knowledge	Genesis.	Watt's Scripture History.
Greek	St. Mark, Xenophon's Anabasis, Book I. Valpy's Delectus.	Xenophon's Anabasis.
Latin	Sallust's Catiline; Ovid Met., I.; Cornelius Nepos; Lectiones Selectæ.	Virgil, Æneid, V. and VI.; Cicero in Catil., I.
French	Grammar; Gil Blas; Fables; Delille's book for beginners.	—
German	Ahn's.	—
Arithmetic	Colenso.	—
Bookkeeping	Brewer's.	—
Mensuration	—	—
Mathematics	Euclid; Colenso's Algebra.	Euclid; Colenso's Algebra and Trigonometry, Part I.
Physics	—	—
Natural history	Wood's Natural History.	—
Chemistry	Chambers (Wilson).	—
History	Collier and Bruce.	—
Geography	Bruce, Anderson, and Chambers.	—
English	Morell's, Allen and Cornwell's Grammar.	—
Reading	Bible; Sullivan's Spelling Book, and Juvenile Reader, &c.	—
Writing	Harris, Swan, and Philips' Copies.	—
Music	—	—
Drawing	Chambers' course of mechanical drawing and copies.	—
Other subjects	—	—

3.					4.					5.					6.				
1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			
No information.	No information.	No information.	No information.	No information.	No information.	No information.	No information.	No information.	No information.	75	3	2	5	5	..	..	..	..	
										..	..	..	..	..	1	1	1	..	
										11	3	4	..	..	2	1	1	..	
										25	2	4	..	..	3	1	1	..	
										..	..	..	..	..	1	1	1	..	
										73	3	10	10	5	20	3	6½	7½	
										6	1	10	..	..	..	..	..	..	
										..	..	..	..	..	3	1	4	..	
										35	1	3	..	..	1	1	4	..	
										32	1	..	..	..	..	..	..	..	
										32	1	..	..	..	..	..	..	..	
										..	..	..	..	..	..	..	..	..	
										58	2	5	3¾	..	10	2	1¾	1¾	
										72	3	2	3	2¼	18	2	1¼	1¼	
										58	2	2	3	2¼	18	2	1¼	1¼	
										..	..	..	..	..	..	..	..	..	
										58	2	1½	2	..	1	1	¼	..	
										75	3	5	5	10	20	3	2½	2	
										74	3	5	5	5	20	2	2½	2¼	
										5	1	4	..	..	..	..	..	..	
										60	2	1	1	..	..	..	..	..	
										..	..	..	..	..	..	..	..	..	
No information.					—					—					Greek Testament.				
					—					—					Analecta Minora.				
					Edinburgh Latin Grammar; Smith's 1st Latin Course; Cæsar; Virgil.					Edinburgh Rudiments; Selectæ Lectiones; Cæsar; Virgil.					Virgil; Delectus; Latin exercises.				
					Ahn's Course.					Hall's Course, and Grammar.					Grammar.				
					Ahn's Course.					—					Grammar.				
					Colenso and Tinwell.					Colenso; Chambers; Irish: Intellectual Calculator. Irish system.					Tinwell.				
					—					—					—				
					Nesbit and Chambers.					—					Nesbit.				
					Chambers' Geometry; Algebra, Colenso and Wood; Trigonometry, Colenso and Chambers.					Cassell's Euclid; Tate's Mechanics; Schoolmasters' Association.					Euclid; Algebra.				
					—					—					—				
					—					—					—				
					—					—					—				
					Chambers' Roman; Collier's English. Schoolmasters' Association.					British History; History of Scotland (Mackenzie). Allen and Cornwell's; Anderson's.					White's English Abridged; Pinnock's Goldsmith. White's; Nelson's.				
					Nelson's Junior Reader; Paradise Lost; Allen and Cornwell's Grammar.					McCulloch; Irish Reading Books; Allen and Cornwell's Grammar; Bidlake's Grammar, &c.					Testament; Lennie's Grammar; Parker's Introduction; Nelson; Irish Reading Books, &c.				
					—					—					—				
					—					—					—				
					—					—					—				
					—					—					—				
					—					—					—				

[continued on next page.]

Only 2 boys in this class beginning to read, write, and cypher

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NORTHUMBERLAND.

7.

Subjects.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	4.	5.
Religious knowledge	No information.	No information.	No information.	No information.	No information.
Greek					
Latin					
French					
German					
Arithmetic					
Book-keeping					
Mensuration					
Mathematics					
Physics					
Natural history					
Chemistry					
History					
Geography					
English grammar					
English literature					
English composition					
Reading					
Writing					
Music					
Drawing					
Other subjects					

8.

Subjects.	1. No. of Scholars' learning each Subject.	2. No. of Classes in each Subject.	3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	4.	5.
Religious knowledge	19	3	½	½	1
Greek	..	..	..	..	..
Latin	4	1	1½	..	..
French	3	1	2	..	..
German	..	..	..	..	..
Arithmetic	19	5	6	6	8
Book-keeping	1	1	4	..	..
Mensuration	2	1	3	..	..
Mathematics	2	1	1	..	..
Physics	..	..	..	..	..
Natural history	..	..	..	..	..
Chemistry	..	..	..	..	..
History	17	3	1	¼	¼
Geography	17	3	¼	¼	¼
English grammar	17	3	¼	¼	¼
English literature	..	..	..	..	..
English composition	6	1	¼	..	..
Reading	19	3	1½	1½	1½
Writing	19	..	9	9	6
Music	..	..	..	..	..
Drawing	6	1	1	..	..
Other subjects	..	..	..	..	..

List of Subjects recently studied and of Books in use.

	7.	8.
Religious knowledge	No information.	Bible and New Testament.
Greek		—
Latin		Dr. W. Smith's Principia.
French		Hall's 1st Book.
German		—
Arithmetic		Tinwell; Thompson; Irish Education Board.
Bookkeeping		Sherriff.
Mensuration		Bonnycastle.
Mathematics		Euclid.
Physics		—
Natural history		—
Chemistry		—
History		Collier's British History.
Geography		Sullivan; Scottish School Book Association.
English		Lennie's Grammar; Parker's Composition; Butler's Spelling Book.
Reading		Readings from best authors.
Writing		Swan's Copy Books, &c.
Music		—
Drawing		School of Design copies.
Other subjects		—

9.					10.					11.					12.				
1.	2.	3.	4.	5.	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.
No. of Scholars learning each Subject.	No. of Classes in each Subject.	No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			No. of Scholars learning each Subject.	No. of Classes in each Subject.	No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			No. of Scholars learning each Subject.	No. of Classes in each Subject.	No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			No. of Scholars learning each Subject.	No. of Classes in each Subject.	No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.		
..	..	School hours, 9 to 12, and 1 to 4. One lesson each day in geography and Euclid; two in other subjects.		..	No information.	No information.	No information.	No information.	No information.	48	4	1½	1½	2	No information.	No information.	No information.	No information.	No information.
..	..			..						..	..	..	..	..					
7	3			..						1	1	..	..	..					
1	1			..						4	1	..	..	..					
..	..			..						..	..	..	..	..					
41	..			..						48	4	6	6	6					
..	..			..						2	1	..	..	..					
..	..			..						2	1	6	..	..					
6	1			..						2	1	..	..	..					
..	..			..						..	..	..	..	..					
..	..			..						..	..	..	..	..					
..	..			..						..	..	..	..	..					
40	3			..						40	3	1½	1	2					
40	3			..						40	3	2	2	..					
40	3			..						40	3	1½	1½	..					
..	..			..						..	..	..	..	..					
..	..			..						16	1	1	..	..					
40	..			..						48	4	2⅔	2⅔	..					
40	..			..						40	4	3	3	3					
..	..			..						..	..	..	..	..					
..	..			..						..	..	..	..	..					
..	..			..						2	1	Phonography.							
No information.					Bible.					Bible.					No information.				
					—					—									
					—					Grammar and Delectus.									
					—					Hamel's Grammar; Hall's 1st and 2nd Course.									
					—					—									
					—					Intellectual Calculator; Colenso.									
					—					—									
					—					Nesbit.									
					—					Colenso's algebra; Euclid.									
					—					—									
					—					—									
					—					—									
					Whitaker's Goldsmith.					Simpson's Goldsmith; Child's Pathway; Little Arthur's History.					No information.				
					Allison's.					Cornwell's.									
					First to 5th Irish Series; Carpenter and Martin's Spelling Books; Murray's Grammar.					4th Irish Reading Book; Lennie's Grammar; Lowrie's Parsing.									
					—					—									
					—					—									
					—					—									
					—					—									
					—					Pitman's Manual of Phonography.									

[continued on next page.]

[continued from p. 550.]

NORTHUMBERLAND.

Subjects.	13. 1. No. of Scholars learning each Subject.	13. 2. No. of Classes in each Subject.	13. 3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	13. 4.	13. 5.	14. 1. No. of Scholars learning each Subject.	14. 2. No. of Classes in each Subject.	14. 3. Number of Hours per week assigned to each Subject in 1st, 2nd and lowest Classes.	14. 4.	14. 5.
Religious knowledge	No information.	No information.	No information.	No information.	No information.	..	..	..	..	..
Greek						..	..	..	..	..
Latin						..	..	..	..	..
French						..	..	..	..	..
German						..	..	..	..	..
Arithmetic						52	..	10 lessons a week.		
Book-keeping						..	..	..	..	..
Mensuration						..	..	..	..	..
Mathematics						..	..	..	..	..
Physics						..	..	..	..	..
Natural history						..	..	..	..	..
Chemistry						..	..	..	..	..
History						9	..	2 lessons a week.		
Geography						20	..	5 do.	do.	
English grammar						15	..	5 do	do.	
English literature						..	..	..	..	..
English composition						..	..	..	..	..
Reading						55	..	Lessons: 5	10	10
Writing						59	..	5 lessons a week.		
Music						..	..	..	..	..
Drawing						..	..	..	..	..
Other subjects						..	..	..	..	..

List of Subjects recently studied and of Books in use.

	13.	14.
Religious knowledge	No information.	No information.
Greek		
Latin		
French		
German		
Arithmetic		
Book-keeping		
Mensuration		
Mathematics		
Physics		
Natural history		
Chemistry		
History		
Geography		
English		
Reading		
Writing		
Music		
Drawing		
Other subjects		

15.					16.					17.					18.				
1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.		
..	..	..	..	..	..	..				..	..	..	..	..	20	3	1½	2	2½
..	..	..	..	..	..	..				..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	1	..				..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..				..	..	..	..	..	1	1	..	..	..
..	..	..	..	..	..	..				..	..	..	..	..	..	..	..	..	..
40	3	12	..	..	30	..				21	2	3½	5	..	26	Not classed	..	5	..
4	1	6	..	..	..	..				1	1	..	..	..	1	1	..	..	..
3	1	..	..	..	..	..				..	..	..	..	..	..	..	..	..	..
3	1	..	..	..	..	..				..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..				..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..				..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..				..	..	..	..	..	..	..	..	..	..
10	1	5	..	..	10	..				12	1	..	..	..	..	..	..	..	..
10	1	4	..	..	13	..				12	1	½	..	..	10	2	..	..	..
15	1	..	..	..	10	..				12	1	1	..	..	10	2	..	..	..
..	..	..	..	..	..	..				..	..	..	..	..	..	..	..	..	..
10	..	..	..	..	..	..				..	..	..	..	..	..	..	..	..	..
30	3	..	..	..	50	4	7½	7½	6	48	6	3½	5	..	30	5	2	2	..
30	3	..	..	..	30	..	..	..	..	40	2	3	3	..	20	..	..	4	..
..	..	..	..	..	..	..	..	..	..	For beginners in writing, 5 hours a week.					..	..	..	..	..
..	..	..	..	..	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
—					—					No information.					Bible and Testament.				
—					—										—				
—					—										—				
—					—										—				
—					—										—				
Tinwell; Colenso.					—										Gray; Irish National.				
Chambers'.					—										—				
—					—										—				
Hutton's.					—										—				
—					—										—				
—					—										—				
—					—										—				
Chambers'.					—										—				
Stewart's.					Goldsmith's Hist. of England.										Scottish Sch. Book Association.				
National Society's books; Lennie's Grammar.					—										3rd, 4th, and 5th Books of Irish Nat. series; Lennie's Grammar.				
—					3rd and 4th Irish Reading Books.										—				
—					—										—				
—					—										—				
—					—										—				
—					—										—				

10 lessons a week in reading and writing for each class. 10 lessons a week in reading and writing for each class. 10 lessons a week in reading and writing for each class.

[continued on next page.]

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NORTHUMBERLAND.

Subjects.	19. 1. No. of Scholars learning each Subject.	19. 2. No. of Classes in each Subject.	19. 3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	19. 4.	19. 5.	20. 1. No. of Scholars learning each Subject.	20. 2. No. of Classes in each Subject.	20. 3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	20. 4.	20. 5.
Religious knowledge	42	1	4	..	..					
Greek	..	..	..	..	..					
Latin	3	1	3½	..	..					
French	..	..	..	..	..					
German	..	..	..	..	..					
Arithmetic	20	5	..	..	..					
Book-keeping	..	..	..	..	..					
Mensuration	..	..	..	..	..					
Mathematics	..	..	..	..	..					
Physics	..	..	..	..	..					
Natural history	..	..	..	..	..					
Chemistry	..	..	..	..	..					
History	10	1	2½	..	..					
Geography	..	..	..	..	..					
English grammar	20	4	1⅗	1¼	..					
English literature	..	..	..	..	..					
English composition	..	..	..	..	..					
Reading	42	4	3⅗	1¼	1¼					
Writing	42	4	3⅗	2½	..					
Music	..	..	..	..	..					
Drawing	..	..	..	..	..					
Other subjects	..	..	..	..	..					

The scholars are divided into four classes. The first class, after reading in the morning, commence their lessons in arithmetic, &c. for two hours, assisted by the master and his father. The other classes in the same way. In the afternoon the whole of the scholars write for one hour, attended by both masters, and also give one hour to grammar and geography. The rest of their time is given to arithmetic, &c.

List of Subjects recently studied and of Books in use

Religious knowledge	—	No information.
Greek	—	
Latin	—	
French	—	
German	—	
Arithmetic	—	
Book-keeping	—	
Mensuration	—	
Mathematics	—	
Physics	—	
Natural history	—	
Chemistry	—	
History	Simpson's.	
Geography	—	
English	2nd, 3rd, 4th, and 5th Irish National series; Lennie and Murray's Grammar.	
Reading	—	
Writing	—	
Music	—	
Drawing	—	
Other subjects	—	

Appendix (A.)—Northumberland (Boys).

21.					22.					23.					* 24.				
1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. 4. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.		
16	..	1	..	..	..	..	..	..	..	No information.					..	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
2	..	2½	..	..	..	..	..	..	..						6	..	..	..	..
..	..	..	..	..	..	..	..	..	..						1	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
14	..	..	..	..	50	..	..	..	..						30	..	..	..	..
2	..	..	..	..	..	..	..	..	..						..	..	..	..	..
1	..	..	..	..	..	..	..	..	..						..	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
12	..	1½	..	..	..	..	..	..	..						10	..	..	..	..
3	..	¾	..	..	7	..	..	..	..						30	..	..	..	..
15	..	2½	..	..	8	..	..	..	..						30	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
10	..	..	..	..	17	..	..	..	..						36	..	..	..	..
12	..	5	..	..	23	..	..	..	..						35	..	..	..	..
..	..	..	..	..	..	..	..	..	..						5	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
..	..	..	..	..	..	..	..	..	..						..	..	..	..	..
Bible. — Rudiments; Cæsar. — — Tinwell. — Bonnycastle; Hutton. — — — — Simpson's England. Stewart's. Lennie's Grammar. — — — — —					No information.					No information.					No information.				

* Preparatory school.

NORFOLK.	1.		2.		
	Boarders.	Left School.	Day Scholars.	Boarders.	Left School.
Average number of scholars for three years. — *Total*	55	40	49	17	4
Under 10	9	aged from	16	3	1
Between 10 *and* 14	25	13 or 14	25	9	1
„ 14 *and* 16	14	to	5	4	1
Above 16	7	16 or 17.	3	1	1
Occupation of parents	Clergymen, lawyers, medical men, merchants, and substantial yeomen.		Medical and legal, merchants, farmers.		
Distance from which day boys come	No day boys.		Most within one mile; a few about three or four miles.		
Fees and payments	30, 35, and 40 guineas.		General school work, 6*l.* 6*s.*, 8*l.* 8*s.*, 10*l.* 10*s.*		
Day scholars — Extra subjects:	£ s. d.		Extra subject:	£ s. d.	
Drawing	5 5 0		French	2 0	
Dancing	4 4 0				
Music	4 4 0				
Surveying	6 6 0				
Boarders			Boarders.		
Highest bill	46 3 0		Highest bill	56 12 0	
Average do.	40 12 0		Average do.	47 3 0	
Lowest do.	35 7 0		Lowest do.	33 0 0	
	These include laundress, not tailor.			These include laundress and all fees for board and tuition.	
Assistants, their salaries and duties	Classical, 100*l.* per annum (B.A. Camb.). General, 50*l.* „ French, 50*l.* „		Senior master, an M.A., 80*l.* per ann. Junior master — 32*l.* „ French do. — 40*l.* „ All resident.		
Separate rooms for study	One school-room 40 × 17 × 11, chiefly as an assembling room, and class rooms for teaching.		No information.		
Size of bed-rooms	About 22,897 cubic feet. From 50 to 60 boys.		11,088 cubic feet. 17 boys.		
Separate beds	Yes.		Yes.		
Discipline of bed-rooms	By assistants or master sleeping near.		A master on duty is responsible for boys retiring quietly. Teacher sleeps in room adjoining. 1st boy in each room responsible for good behaviour.		
Playground	Three acres, and a cricket ground of about the same size.		10,000 square feet.		
Arrangement of school	By two leading subjects, French and Latin.		By proficiency in general school work, but for Latin and for French there is a separate classification.		
Examinations	Easter and Christmas by the master; Midsummer by a Cambridge syndicate inspector.		Examined every quarter in the principal subjects, and classified according to the result.		
Means of discipline	Impositions; caning seldom but publicly inflicted; serious offenders *quietly dismissed.* No monitors.		Corporal punishment by the master rare, and *only* for little boys; detention after school hours, and imposition of lessons.		
Difficulties experienced by schoolmasters.	The undue influence of boys over their parents, leading to the laying aside important subjects in the belief that they are not necessary for the professions they think of following; also preventing the master making a boy do what he might fairly do. Much pressure often leads to a quarter's notice.		No information.		

[continued on p. 566.]

3.	4.	5.	6.
Boarders. | Left School. 45 | 14 6 | 0 26 | 3 13 | 8 0 | 3 At time of inspection 40 boarders, and 10 day boarders aged from 8 to 15.	Day Sch. | Brdrs. | Left Sch. 26 | 19 | 7 8 | 2 | 0 15 | 10 | 1 2 | 5 | 4 1 | 2 | 2	Day Sch. | Boarders. | Left Sch. 30 | 7 | 7 18 | 3 16 | 3 2 | 1 0 | 0	Day Sch. | Brdrs. | Left Sch. *18 | 20 | 15 8 | 8 | 0 9 | 18 | 0 0 | 4 | 14 1 | 0 | 1 * At the time of inspection there were 11 day scholars and 33 boarders.
Chiefly farmers.	Farmers and tradesmen.	Tradesmen, clerks, farmers.	Tradesmen, hotel keepers, and farmers.
Various, all within two miles.	One mile.	A short distance within the city.	350 yards.
General school work; no information. Classics extra, 5*l.* 5*s.* 0*d.*	General school work, 4*l.* 4*s.* Extra subjects: £ s. d. Latin - 2 2 0 French - 2 2 0 Drawing - 2 2 0 Dancing - 4 10 0	General school work. No information.	General school work; no information.
Boarders. £ s. d. Highest bill - 58 18 10 Average do. - 35 4 0 Lowest do. - 29 4 2	Boarders. £ s. d. Highest bill - 47 4 2 Average do. - 35 7 2 Lowest do. - 29 19 5 These bills include board, tuition, clothes, and all expenses.	Boarders. £ s. d. Highest bill - - 29 8 0 Average do. - - 25 4 0 Lowest do. - - 21 0 0 Board, tuition, and books. No extras. Terms inclusive.	Boarders. £ s. d. Highest bill - 30 0 0 Average do. - 22 4 6 Lowest do. - 19 4 0
No information.	Assistant, 72*l.* per annum. Teaches French, music, and junior English, and assists generally in the management.	The master is assisted by his wife and an articled pupil.	A relative in partnership has charge over and teaches the pupils and shares his profits.
Three rooms.	A school-room and a class-room.	No. Lessons prepared in school rooms.	One when required.
No information.	6,200 cubic feet; 22 boys.	5,103 cubic feet; 12 boys.	No. 1, 30 × 20 ft.) Between „ 2, 14 × 14 ft.) 9 & 10 ft. „ 3, 17 × 12 ft.) high. 30 „ 4, 16 × 12 ft.) boarders.
Yes.	Some have single beds.	Not all. Depends on wishes of parents.	No.
No information.	Elder boys responsible; a master always near.	Weekly monitor, and personal inspection by master.	Maintained by a system of fines and impositions.
About one-fourth of an acre. Cricket field hired.	150 square yards. Field, two acres.	Between 500 and 600 square yards.	100 yards by 25.
Three classes arranged according to a group of subjects.	Chiefly by one leading subject, and others subordinately.	By one leading subject, and others subordinately.	By commercial subjects, chiefly.
No information.	Frequent examinations by the master.	Examined every half-year by the master; the 1st class sent to the Cambridge local examinations.	Examined daily by master and marks given; at the end of half-year the prizes are awarded accordingly.
Impositions.	Extra study, loss of play, impositions; corporal punishment seldom, but publicly inflicted.	Impositions and solitary confinement for short periods; corporal punishment privately inflicted in cases of insubordination.	Writing out pages of history, &c. after school hours.
No information.	No information.	The obstinacy and ignorance of parents, who neutralize the efforts of teachers by— (*a*) Limiting the studies to certain subjects. (*b*) By indulging their boys and allowing neglect of home lessons. (*c*) By interference when it is necessary to punish. (*d*) By removing from school at some fixed period, regardless of wishes of instructor.	Brain difficulties chiefly.

[continued on next page.]

NORFOLK.	7.	8.
Average number of scholars for three years.	Day Scholars. / Boarders.	Day Scholars. / Boarders.
Total - -	33 / 16	49 / 16
Under 10 - -	At the time of inspection.	13 / 4
Between 10 *and* 14		30 / 9
„ 14 *and* 16		6 / 3
Above 16		0 / 0
Occupation of parents - -	Farmers and tradesmen.	Trade and agriculture.
Distance from which day boys come	Principally from immediate neighbourhood; 12 or so from 1½ to five miles.	From a few yards to two or three miles.
Fees and payments - - -	Fees per term: 1*l.* 1*s.*, 1*l.* 5*s.* (Three terms per year.)	Annual fees: Day boys, 3*l.*, 4*l.*, 5*l.*; day boarders, 6*l.* extra.
Day scholars - - - -	Extra subjects per term:	Extra subjects: French and German.
	£ *s.* *d.*	Extras: £ *s.* *d.*
	One language. - 1 1 0	Piano, including singing - 3 0 0
	Two do. 1 11 6	Class singing - - 1 0 0
		Dancing - - - 4 4 0
		Drilling - - - 0 10 0
		Washing - - - 1 16 0
Boarders - - - -	Boarders per term.	Boarders (annual).
	10 years of age - 8 8 0	10 years of age - - 20 0 0
	Above 10 - - - 9 0 0	10 to 13 - - - - 25 0 0
	„ 12 - - - 9 9 0	Above 13 - - - 28 0 0
Assistants, their salaries and duties	One assistant, 30*l.* per annum, with board and lodging. Duties confined to English department.	No information.
Separate rooms for study - -	No.	No information.
Size of bed-rooms - - -	4,400 cubic feet. 16 boys. Special attention paid to ventilation.	9,600 cubic feet; 17 persons.
Separate beds - - - - -	No.	Yes; except in case of brothers.
Discipline of bed-rooms - -	Master's supervision; assistant sleeps in adjoining room.	Supervision of teachers and impositions.
Playground - - - -	20 perches.	With garden, about 120 rods.
Arrangement of school - -	Separate for every subject or group of subjects.	Separate for every subject or group of subjects.
Examinations - - - -	Continual teaching is considered examination.	Frequent examinations.
Means of discipline - - -	Corporal punishment by the master; extra lessons by the assistant.	Staying in school and impositions.
Difficulties experienced by schoolmasters.	Parents do not sufficiently impress children with the importance of learning beyond what they, in their narrow and imperfect judgment, deem needful in after life. Hence a great lack of earnestness in study, beyond what is unavoidable from the boy's own thoughtlessness; and hence the master has no scope for using his own judgment in selecting subjects of study. Parents watch every shilling they pay for anything they suppose to be needless.	No information.

[continued on p. 568.]

9.		10.			11.		* 12.	
Day Scholars.	Boarders.	Day Scholars.	Boarders.	Left School	Day Scholars.	Boarders.	Day Scholars.	Boarders.
24	6	48	2	20	28	6	2 or 3	16
16	4	28	1	6	Aged from 8 to 15, at the time of inspection.			
8	2	18	1	14				
0	0	2	0	0				
0	0	0	0	0				
Priests, ministers, lawyers, farmers, and tradesmen.		Clerks, tradesmen, and artificers of the better class.			Farmers and tradesmen.		Clergymen, landed gentlemen, and gentlemen of the navy.	
Five miles.		Half a mile to one mile.			Within a radius of three or four miles.		Near.	
General school work, 4*l.* 4*s.*		No information.			No information.			
Boarding For junior scholars, 16*l.* 11*s.* „ senior do., 23*l.* 1*s.*							Boarders Bills amount to about 10 guineas per quarter of 10 weeks.	
No information.								
No information.		Son and daughter assist.			No information.		Daughter assists in English, French, German, drawing, and Latin accidence.	
All study together.		No information.			No.		School-room and class-room.	
200 cubic feet each room (containing two or three boys).		No information.			2,880 cubic feet; for nine boys at most.		7,623 cubic feet; 16 boys.	
—		No information.			Not always.		Yes.	
Master's rooms contiguous.		No information.			No information.		The senior boy in each room is monitor.	
25 yards by 20.		20 yards by 10.			A small one.		None.	
By groups of subjects generally; and other subjects subordinately.		Each pupil is attached to a particular class, according to proficiency.			No information.		No information.	
Half-yearly, by three clergymen occasionally; more often by the usual master.		Frequently, by the master.			Only by the master.		No information.	
Task, or more often denied playground.		Corporal punishment publicly, extra lessons and class reading after school hours.			Corporal punishment publicly in school by the master.		Corporal punishment very rarely inflicted by the master; fines sometimes imposed.	
Sectarianism and parental apathy.		Inattention to study and dilatory habits.			Indifference of pupils and also of friends in the preparation of lessons at home.		Inaptitude of learners, ignorance and folly of parents. On the whole, during an experience of 40 years, the master has not over much ground of complaint.	

* Preparatory school.

[continued from p. 562.]

NORFOLK.	1.	2.
What, if anything, are the scholars required to know on admission?	Reading, writing, arithmetic (first four rules), geography, scripture knowledge. Some acquaintance with these is necessary.	None admitted under seven years of age, or who cannot read.
Do the scholars come from some other school, or from home teaching?	Usually from ladies' school at about 10.	Majority from other schools; a few from home teaching.
In which case are they better prepared?	*Decidedly* better from ladies' school.	No information.
What is the average time pupils remain in the school?	Three years.	No information.
Number of weeks during which the school is at work.	40	40
How many hours a week are the scholars in school?	40	30; 12 additional for boarders to prepare work.
Proportion of lessons learnt— (a.) *in school.* (b.) } *out of* { *with teacher.* (c.) } *school* { *without teacher.*	All lessons learnt in the school-room during the evening.	Schoolwork is confined to examining in lessons learnt elsewhere; boarders prepare lessons under supervision; day boys at home.
Are exercises in ancient and modern languages— (a.) *short sentences.* (b.) *continuous passages.* (c.) *original composition?*	(*a.*) Chiefly; (*b.*) occasionally.	—
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (c.) *set in writing?*	(*a.*) When boys work alone; (*b.*) When teacher instructs; (*c.*) Chiefly at examinations.	(*a.*), (*b.*), (*c.*)
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures?*	From abridgments chiefly.	(*a.*), (*b.*), (*c.*)
Subjects of instruction— (1.) *best fitted in the master's opinion for his scholars.*	1st. French, Latin, English, Arithmetic, Euclid, and Algebra. 2nd. Greek.	English grammar and literature, mathematics, arithmetic, algebra, Euclid, mensuration, Latin, French, drawing, music, geography, history, book-keeping, some branch of natural history, and, if time, Greek and German.
(2.) *preferred by parents.*	With professional men; 1st. Greek and Latin, with some French. 2nd. Arithmetic, Euclid, and Algebra. With non-professional men; 1st. French and English, with some Latin. 2nd. Arithmetic.	No information.
Is a modification of the course of instruction attempted in any cases?	Yes, after the age of 16. It is seldom required before, as our subjects are very comprehensive; and boys having up to that time learnt something of everything we teach, can afford to reduce the time on some and increase it upon other subjects, *now* found to be *of more* importance.	A few of the elder boys who are backward, and have not long to be at school, are allowed to give more time to subjects best suited to the situations they are about to fill. Accordingly if they have never been grounded in the rudiments of Latin, or have no taste for it, they are allowed to give it up.
Is it, in master's judgment, possible or expedient to give a direct preparation for particular occupations?	Yes; it is possible, not very expedient. Up to a certain point all boys intended for most professions tread on common ground; but after the age of 16 or 17, special training elsewhere is perhaps best.	No.
Are independent examinations desirable?	Having tried the experiment two years, can hardly venture an opinion. *A good report* with only a breath of dissatisfaction is too often misunderstood by the parents, who believe that nothing of the kind would be put in *a report* unless the case was very bad.	Yes; if examiners in whom the master had confidence were appointed.
If so, by what examiners?	Nothing better than the Cambridge local examination board, which I shall try for the third time.	By the Universities. If a school is not connected with the Church of England by the London University.
What system of rewards and prizes is in use?	No particular system. Half holidays answer better than prizes, though I occasionally give them for essays or something of that sort; to be at the *head of a class* or in a *good place* after examination appears to be more cared for than a prize.	None.
Is the ordinary school instruction sufficient of itself to prepare a boy of ability for competitive examinations at the Universities, and for the Civil, Military, and East Indian services?	Yes; if the boys stay long enough; *i.e.*, till nearly 18.	Believe so.
Number of students (on an average of five years)— (a.) *that have proceeded to a University.*	(*a.*) One; (*b.*) about 10 per annum.	None. The school has only commenced 2½ years ago.
(b.) *that have proceeded to another place of education.*		
Distinctions gained within the last 10 years by former pupils,	—	Two second class Hon. Camb. Local, one third class ditto December 1864; one cadetship July 1864; one preliminary examination, Apothecaries Hall September 1864.

[continued on p. 570.]

3.	4.	5.	6.
No information.	No information.	Reading.	Nothing. Receive them from seven years of age.
No information.	Generally from preparatory schools.	Home.	Both.
No information.	From preparatory schools.	No information.	Home teaching.
Two to four years.	No information.	Four years.	Three or four years.
40	38	40	40
38	Boarders 26 and 12 for private study; day boys 26.	30	Boarders 50; day scholars 47.
No information.	About one-third learnt in school; boarders out of school under supervision; day boys not under supervision.	Three-quarters in school; the remainder out, partly under supervision.	Two before breakfast in summer. In winter study both before breakfast and one hour in the evening: besides other lessons during school hours.
No information.	Sentences from exercise books and continuous pieces.	Short sentences taken from exercise books.	Short sentences from exercise books.
From text books and dictated orally.	From books; dictation, and set in writing.	From text books.	(*a.*), (*b.*), (*c.*)
From abridgments and oral lectures.	Abridgments and lectures.	Abridgments and oral lectures	(*a.*), (*b.*), (*c.*)
Thorough English, with as much French and Latin as time will permit.	Reading, writing, composition, arithmetic, &c., geography, history, grammar, outlines of natural philosophy, Latin, French.	Latin, French, English grammar, composition, geography, history, arithmetic, algebra, and Euclid.	Commercial, combined with good English education.
No information.	The above.	No information.	The above.
Those studies are attended to which are best suited to the probable after life of the pupil.	No; but boys requiring special instruction are assisted during hours of *private study*.	Yes, in the case of boys who are intended by their parents for certain lines of life, or who after trial appear disqualified for any part of the school work.	Yes, in the case of boys who show a particular aptitude for certain studies, or who are intended for a particular line of business.
Yes	Generally the school course should be adhered to till boys are 14 or 15 years old, afterwards it might be modified.	It is possible but by no means expedient. I am compelled to attempt it against my judgment.	Yes.
No advantage.	Yes.	A great advantage if all other schools were compelled to be examined in the same way, but not otherwise.	Cannot say what influence a public examination might have. Parents whose children are dull would object to it.
No information.	By universities or some educational body.	By the Universities of Cambridge and Oxford, at expense of General Board of Education.	No information.
None.	—	Prizes for conduct in each class and for proficiency at school examinations.	Books are given as prizes.
Yes.	Yes.	No.	Should say not.
No information.	No information.	No information.	(*a.*) None. (*b.*) To other schools about one each year.
Three passed Camb. Local, 1863; two ditto, 1864.	No information.	Two junior certificates Cambridge Local, 1862; two ditto, 1863; four ditto, 1864.	No information.

[continued on next page.]

[continued from p. 564.]

NORFOLK.	7.	8.
What, if anything, are the scholars required to know on admission?	Reading to some little extent.	No information.
Do the scholars come from some other school or from home teaching?	Usually from some other school.	From both.
In which case are they better prepared?	Formerly from home teaching. Latterly impulse given to education by Government has reversed this.	No information.
What is the average time pupils remain in the school?	Two and a half years; much less of late than formerly.	Six years.
Number of weeks during which the school is at work.	43	41
How many hours a week are the scholars in school?	33	32
Proportion of lessons learnt— (a.) *in school.* (b.) } *out of school* { *with teacher.* (c.) } { *without teacher.*	Five-sixths in school; in the case of boarders one-sixth out of school under supervision.	No information.
Are exercises in ancient and modern languages— (a.) *short sentences.* (b.) *continuous passages.* (c.) *original composition.*	(*a.*)	(*a.*) and (*b.*)
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (b.) *set in writing?*	(*a.*)	(*a.*), (*b.*), (*c.*)
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures?*	(*a.*) and (*b.*)	(*a.*), (*b.*), (*c.*)
Subjects of instruction— (1.) *best fitted in the master's opinion for his scholars.*	Reading, writing, arithmetic geography, history, grammar, geometry, mensuration and land surveying, French, Latin.	The usual English subjects with Latin, French, and mathematics.
(2.) *preferred by parents.*	The first three above given, the others are very imperfectly appreciated by the majority of parents in this district.	Those more directly bearing upon the particular occupation for which the scholars are intended.
Is a modification of the course of instruction attempted in any cases?	None study languages or mathematics higher than arithmetic, but by parents' wish.	No information.
Is it, in master's judgment, possible or expedient to give a direct preparation for particular occupations?	Not possible and not expedient.	Possible, but not expedient.
Are independent examinations desirable?	An advantage, decidedly.	No information.
If so, by what examiners?	Not competent to say; would prefer examiners appointed by Government.	No information.
What system of rewards and prizes is in use?	Books every vacation for boarders, and for one or two day pupils.	No information.
Is the ordinary school instruction sufficient of itself to prepare a boy of ability for competitive examinations at the Universities, and for the Civil, Military, and East Indian services?	Scarcely for scholarships, &c.; amply for University middle-class examinations.	No information.
Number of students (on an average of five years)— (a.) *that have proceeded to a University.* (b.) *that have proceeded to another place of education.*	(*a.*) None; (*b.*) none, only as parents occasionally try different schools of the same grade or lower.	information. No
Distinctions gained within the last 10 years by former pupils.	No information.	No information.

[continued on p. 572.]

9.	10.	11.	*12.
Nothing.	Nothing.	To read easy lessons.	No information.
Both.	From other schools.	From both.	From both.
From school.	From school.	Cannot say.	From school.
(Question misunderstood.)	(Question misunderstood.)	Three or four years.	Four years.
40	43	40	No information.
26	33	32	35
(*b.*); three-quarters about.	(*a.*) three-quarters; (*c.*) one-quarter.	Two-thirds in school; one-third out of school.	All work done in presence of a teacher.
(*a.*) and (*b.*)	(*a.*), (*b.*), both, according to circumstances.	(*a.*); (*b.*) sometimes; (*c.*) seldom.	(*a.*)
(*a.*) Chiefly; (*b.*) twice a week.	(*a.*), (*b.*), (*c.*)	(*a.*), (*b.*), (*c.*)	(*a.*), (*b.*), (*c.*)
All, but chiefly (*a.*)	(*a.*), (*b.*), (*c.*)	(*a.*)	(*a.*), (*b.*)
Sacred history, English history, general history, reading, writing, dictation, arithmetic, algebra, geography, natural philosophy, land surveying, elementary Latin, Greek, French, &c., drawing.	Spelling, reading, writing, geography, arithmetic, merchants' accounts, mensuration, English grammar, Latin, and French.	Reading, writing, arithmetic, English grammar, geography, book-keeping, geometry or mensuration; varied with some especial instruction.	Reading, spelling, writing, arithmetic, dictation, and the elements of Latin and Greek grammar, including accidence, exact construing and parsing, as a preparation for public schools. Of less importance geography, history, &c. Parents think most of reading, writing, and arithmetic.
Cannot say.	The above named.	The above.	
The system is modified to meet any unusual case of aptitude or inaptitude in boys, as well as the wishes of parents.	Generally such a course appears needless. When a boy shows an aptitude for a certain study it ought to be carefully fostered.	Yes, in some cases, but not for boys who are unfit for the school work; such boys are dismissed.	No information.
Quite possible, but general subjects should not be seriously lost sight of.	Careful training will adapt boys for most occupations.	Only to a limited extent.	—
Should like it personally; but believe some parents would withdraw their sons.	An advantage.	It would make no difference.	Quite the reverse.
Not by Universities, unless the *lay master* is to become extinct.	By teachers in a district.	No information.	Has generally, however, thought highly of the doings and the reports of Her Majesty's Inspectors.
The greatest number of marks obtained during half-year, plus examination marks, carries a prize vol. for 1st, 2nd, and 3rd in each class.	Commendation and reproof. The general system of rewards and prizes rather deteriorates than improves moral feelings.	Kind words of approbation. Kind acts or gifts as marks of approval.	None; have tried them and rejected them as injurious.
Scarcely for university scholarships.	If boys remain long enough.	In some cases.	No information.
Not known.	No information.	Three or four to some other place of education.	One to Eton; one to Harrow; two to Haileybury.
No information.	No information.	No information.	No information.

* Preparatory school.

[continued from p. 566.]

NORFOLK.	1.					2.				
Subjects.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	4.	5.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	4.	5.
Religious knowledge	52	4	10	10	10	72	3	3	3	3
Greek	25	3	6	6	..	...	..	..	..	..
Latin	52	4	10	8	8	38	4	4½	4½	4½
French	52	4	4	8	6	29	3	4½	3	3
German	..	..	..	..	..	..	..	..	..	..
Arithmetic	52	4	3	4	4	72	3	4½	4½	6
Book-keeping	3	..	2	.	..	25	1	2½	..	..
Mensuration	3	..	2	..	..	Included in arithmetic.				
Mathematics	30	3.	6	6	..	6	1	3	..	..
Physics	..	..	..	..	..	..	..	..	..	..
Natural history	..	..	..	..	..	25	1	1½	..	..
Chemistry	..	..	..	..	..	..	..	..	..	..
History	52	4	3	4	4	51	2	1½	1½	..
Geography	52	4	3	3	6	72	3	1½	1½	1½
English grammar	52	4	1	1	6	72	3	1½	1½	1½
English literature	..	..	..	..	..	In connection with reading.				
English composition	10	1	1	..	..	In connection with English grammar.				
Reading	Done in teaching history, &c.					72	3	3	4½	9
Writing	42	3	..	2	4	72	3	3	3	4½
Music	..	..	..	..	..	51	2	1	1	..
Drawing	..	..	..	..	..	51	2	1½	1½	..
Other subjects	..	..	..	..	..	..	..	..	..	..

List of Subjects recently studied and of Books in Use.

Religious knowledge	1st and 2nd Samuel, and St. Matthew.	Genesis, Exodus, St. Matthew.
Greek	Grammar; St. Matthew; Xenophon's Anabasis.	—
Latin	Grammar; Henry's First Book; Corn. Nepos; Virgil; Arnold's Introduction to Latin Prose.	Ovid; Dr. Wm. Smith's Principia; Corn. Nepos.
French	Life of Columbus; Exercises; Grammar.	Christophe Colomb; Le Lutrin, Cantos I. to IV.; Havet's Complete French Class Book; Havet's Household Ditto.
German	—	—
Arithmetic	Barnard Smith.	Dr. Cornwell's; Colenso; Fitch; and Currie.
Book-keeping	—	Pinnock's Single Entry.
Mensuration	—	—
Mathematics	Euclid and Algebra.	Euclid, Book I. and II.; Algebra.
Physics	—	—
Natural history	—	—
Chemistry	—	—
History	Reading in Collier; Outlines by Ince.	Curtis' History of England.
Geography	Cornwell's.	Cornwell's.
English	Lennie's Grammar.	Morell's; Mason's; and McLeod's English Grammars.
Reading	—	—
Writing	—	—
Music	—	—
Drawing	—	—
Other subjects	—	—

[Continued on next page.]

3.					4.					5.					6.				
1.	2.	3.	4.	5.	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.
No. of Scholars learning each Subject.	No. of Classes in each Subject.	No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			No. of Scholars learning each Subject.	No. of Classes in each Subject.	No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			No. of Scholars learning each Subject.	No. of Classes in each Subject.	No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.			No. of Scholars learning each Subject.	No. of Classes in each Subject.	Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes		
45	..	..	..	..	42	4	2	2	..	44	4	3	3	3	36				
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..				
21	3	8	7	5	14	3	2	2	..	10	2	6	6	..	3				
34	3	8	8	6	13	2	4	2	..	28	3	6	6	6	5				
..	..	..	..	..	1	1	2	..	..	..	..	..	..	..	..				
45	3	7	7	7	42	4	6	6	6	44	5	7	7	10	36				
..	..	..	..	..	12	1	6	6	6	3	1	..	..	..	10				
..	..	..	..	..	12	1	6	6	6	..	..	..	..	..	5				
..	..	..	..	..	7	1	..	..	..	2	..	..	..	..	..				
Simple experimental lectures.					20	2	2½	2½	..	..	..	..	..	..	10				
..	..	..	..	..	20	2	2½	2½	..	..	..	..	..	..	36				
..	..	..	..	..	20	2	2½	2½	..	..	..	..	..	..	25				
45	3	3	3	3	30	..	1½	1½	..	44	5	3	3	4	36				
45	3	3	3	3	42	4	2½	2½	3	44	5	3	3	4	36				
45	3	3	3	3	42	4	2½	2½	3	40	4	4	4	6	36				
..	..	..	..	..	12	1	..	..	..	..	..	..	..	..	30				
..	..	..	..	..	30	3	..	..	..	20	3	2½	2½	..	30				
45	3	4	6	8	42	4	2	2	7	44	6	2	2	2	36				
45	..	4	4	6	42	4	1	1	7	44	4	3½	3½	4	36				
2	..	..	..	..	22	1	¼	..	..	..	..	..	..	..	8				
6	..	..	..	..	7	2	4	4	..	..	..	..	..	..	10				
..	..	..	..	..	..	..	..	..	..	Class singing 44	1	..	..	..	..	Three classes throughout the school.	Not less than 15, and not more than 40 minutes to each subject.	Not less than 30, and not more than 50 minutes to each subject.	About one hour to each subject.
Bible and Christian Evidences.					Joshua and Judges.					Bible; Pinnock's Analysis; Catechism; Whateley's Evidences.					Bible; Pinnock's Catechism.				
—					—					—					—				
Ovid, Fasti; Virgil; Henry's First Book; Eutropius.					Cæsar and Exercises.					Cornelius Nepos; First Book Ovid Fasti; Arnold's First Latin Book.					Martin's Grammar; Valpy's Grammar and Delectus; L. E. Peithman's Grammar.				
Ahn's First and Second Course; Perrin's Fables.					Translation; Exercises; History of Charles XII.					Christophe Colomb; Le Lutrin; Ahn's First and Second Course, and Reader.					French and France, by A. Albites; Ahn's and Hamel's Grammar.				
—					Exercises.					—					—				
—					Colenso.					Colenso, Part I., II., III.					Thomson's; Cropley's; Martin's; and Grey's.				
—					Irish.					Brewer's.					—				
—					Nesbit.					—					Nesbit's Land Surveying.				
—					Euclid.					Colenso's Algebra; Euclid, Book I.					—				
—					—					—					Guide to Knowledge; Butler; Kenny's Why and Because.				
—					—					—					—				
—					—					—					—				
Scott and Farr; Collins; Miss Corner's.					Curtis' Elements of History.					Collier's British History; Ross Outlines; Gleig's History of England.					White's England; Legge's Rome and Greece; Pinnock's Catechism.				
Anderson and Brewer's.					Cornwell's Europe; Chambers' Primer.					Anderson; G. Hughes; and Hutchison's.					Stewart's Modern Geography; Ditto Physical ditto; Guy's Geography; Pinnock's Catechism.				
Morell's and Brewer's.					Morell's Grammar.					Morell's and Hutchison's Grammars.					Lennie; Hunter's Letters; Pinnock's Catechism.				
—					Irish Book V.; Natural Philosophy; Natural History, &c.					Various.					Hiley's Practical Composition; Hopkins' Orthographical Exercises; Bidlake's Ditto; and various reading books.				
—					—					—					Smith's copy books.				
—					—					—					—				
—					—					—					Dickse's School Perspective, and lithograph copies.				
—					—					—					Shorter's Poetry and Manuals on Astronomy, by Abbott, Stewart, and Pinnock.				

[continued from p. 568.]

NORFOLK.

Subjects.	7. 1. No. of Scholars learning each Subject.	7. 2. No. of Classes in each Subject.	7. 3. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	7. 4. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	7. 5. Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	8. 1. No. of Scholars learning each Subject.	8. 2. No. of Classes in each Subject.	8. 3. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	8. 4. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.	8. 5. No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.
Religious knowledge	No information.	No information.	No information.	No information.	No information.	No information.	No information.	No information.	No information.	No information.
Greek										
Latin										
French										
German										
Arithmetic										
Book-keeping										
Mensuration										
Mathematics										
Physics										
Natural history										
Chemistry										
History										
Geography										
English grammar										
English literature										
English composition										
Reading										
Writing										
Music										
Drawing										
Other subjects										

List of Subjects recently studied and of Books in Use.

Religious knowledge			—			No information.				
Greek			—							
Latin			—							
French	Contanseau's Premières Lectures (Reading Book), 2s. 6d.; Ditto, First Step, 2s. 6d.; Vinet's Chrestomathie, Part I., 4s., Part II., 4s., Part III., 5s.; French Conversations; Le Page's Echo de Paris, 3s. 6d.									
German			—							
Arithmetic	Barnard Smith's School Class Book, 3 parts, at 1s.									
Book-keeping			—							
Mensuration			—							
Mathematics			—							
Physics			—							
Natural history			—							
Chemistry			—							
History			—							
Geography	Alex. Mackay's Elements of Modern Geography, 3s. 6d.; Anderson's, 1s. 6d.									
English	Hiley's Grammar, 1s. 9d.; Collier's History of English Literature, 3s. 6d.									
Reading	English Prose (Shorter), 4s.; Reading Prose (Chambers), 2s. 6d.; Shorter's Book of Poetry, 3s.; 5th Standard Reader (Chambers) 1s. 2d.; Mrs. Markham's History of England, 5s.; McCulloch's Lessons in Prose and Verse, 2s.; Poetical Reading Book (Constable) 2s. 6d.; Nelson's Senior and Junior Reader; Hughes' Reading Lessons, advanced series, 5s.; Daily Lesson Book, 2s.									
Writing			—							
Music			—							
Drawing			—							
Other subjects			—							

9.					10.					11.					* 12.				
1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3.	4.	5.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3.	4.	5.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3.	4.	5.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	3.	4.	5.
		Number of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.					No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.					No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.					No. of Hours per week assigned to each Subject in 1st, 2nd, and lowest Classes.		
26	3	1	No information.	No information.	..	..	..	..	..	No information.					No information.				
..	..	..			..	..	..	..	..										
10	2	1½			9	1	3	..	..										
2	1	..			..	..	..	..	..										
..	..	..			..	..	..	..	..										
26	..	4			43	3	7	..	..										
3	1	1½			10	..	2	..	..										
2	1	1½			9	..	3	..	..										
..	..	..			..	..	..	..	..										
..	..	½			..	..	..	..	..										
26	3	..			..	..	..	..	..										
1	1	1			..	..	..	..	..										
26	3	1			30	3	1½	..	..										
24	3	¾			40	3	2	..	..										
20	2	½			30	3	3	..	..										
..	..	..			5	1	1	..	..										
..	..	..			12	1	½	..	..										
26	3	English literature and reading combined.			52	4	3	..	..										
26	..	4	No information.	No information.	49	..	3	..	..										
1	..	1			..	..	..	..	..										
12	..	1½			..	..	..	..	..										
..	..	..			..	..	..	..	..										
Bible; Wilson's Bible History.					—					No information.					No information.				
—					—														
Eton Grammar; Arnold, &c.					Ahn's Latin Lessons, 1 and 2.														
Hall and Hamel.					—														
—					—														
Melrose; Ingram; Colenso.					Lead's Arithmetical Questions.														
Swan's.					Brewer's.														
Nesbit.					Irish National.														
—					Young's Euclid; Scott's Elementary Algebra.														
—					Martin's Natural Philosophy; Chambers' Introduction to the Sciences.														
Goldsmith, White, &c.					—														
Thompson.					—														
Pinnock, Barth, &c.					Edwards' Summary and History of British Empire (Nelson).														
Kenny, Allison.					Nelson; Guy; Irish National.														
Lennie.					Morell; Irish National; Guy's Analytical Spelling.														
Milton, Pope, White, Dick, &c.					Bell's Speaker; British School Reader; Irish Reading Books, 1 to 3.														
—					—														
—					—														
—					—														
—					—														

* Preparatory school.

(B.)—*See* page 394.

NUMBER of BOYS at *Sixteen* NORTHUMBERLAND and *Eight* NORFOLK Private Schools, studying the different Subjects of Instruction.

The following lists may be of some use, as serving to show the relative importance attached by parents to the different subjects taught in schools. But no very precise inferences can be drawn from them, because the schools, especially in Northumberland, are not attended by boys of the same class. The lower middle class element is much more numerously represented in the Northumberland, than in the Norfolk list:—

NORTHUMBERLAND.		NORFOLK.	
Total Number of Pupils in the Schools taken into account, 978.		Total Number of Pupils in the Schools taden into account, 369.	
Subject.	No. of Pupils in each Subject.	Subject.	No. of Pupils in each Subject.
1. Writing	788	1. Reading	369
2. Reading	778	2. Arithmetic	360
3. Arithmetic	759	3. Writing	356
4. Geography	575	4. Geography	355
5. Religious Knowledge	505	5. English Grammar	337
6. English Grammar	491	6. Religious Knowledge	317
7. „ History	469	7. History	314
8. „ Composition	216	8. French	163
9. Latin	177	9. Latin	157
10. Mathematics	116	10. Natural History	107
11. French	113	11. English Composition	102
12. Drawing	109	12. Drawing	86
13. Natural History	72	13. Music	84
14. Physics	34	14. Book-keeping	66
15. Music	29	15. English Literature	47
16. Book-keeping	28	16. Chemistry	46
17. Chemistry	21	17. Mathematics	45
18. Mensuration	13	18. Mensuration	31
19. German	8	19. Physics	30
20. Greek	6	20. Greek	25
21. English Literature	2	21. German	1
22. Phonography	2		

The discrepancy between the full number of pupils in the Northumberland schools and those learning to read, write and cipher is to be accounted for in various ways:—

(1.) At the better class of schools some pupils are not learning to read and write because they are too old, and in schools of every description some pupils are not learning to cipher because they are too young.

(2.) Some mixed schools have apparently returned the attendance (Form A.) for *boys and girls*, and the school instruction (Form E.) for *boys only*.

(3.) Form A. is made out for an average of three years; Form E. for the actual number of scholars at the time of making the return. This circumstance has affected the tables in more than one instance, and the statistics of Norfolk as well as of Northumberland schools have been thereby disturbed.

(4.) In the humbler schools of Northumberland boys sometimes learn one subject at a time, being charged accordingly; as, for instance, so much for reading, so much for writing and reading, so much for arithmetic, &c.

(5.) Many inaccuracies must be allowed for in the returns from schools of this class, the questions and statistical forms being little suited to their organization.

(C.)—*See* page 367.

TIME TABLES.

I have elsewhere compared or rather contrasted the two proprietary institutions at Saham Toney in Norfolk, and Hexham in Northumberland. It will be instructive to place their time tables *side* by side. I have also appended the time tables of the five best private schools in Norfolk. The first on the list is a classical school, the rest are semi-classical. From the most important private schools in Northumberland I have received no time tables. The one printed in the Schedule is from a small and insignificant school which does *not* teach Latin or Euclid in any true sense of the term, although both these subjects are specified. I have added an apology for a time table from an honest working men's school, which will serve to show how the scholars divide their time between reading and other subjects. The master of this school, strange to say, considers that the ordinary instruction is sufficient to prepare candidates for scholarships at the Universities.

HEXHAM.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 0 to 9 15	Prayers	Prayers	Prayers	Prayers	Prayers.	Whole holiday.
9 15 to 9 45	Cl. I. Arithmetic „ II. Do. „ III. Do. „ IV. Do.	Cl. I. Arithmetic „ II. Do. „ III. Do. „ IV. Do.	Cl. I. Arithmetic „ II. Do. „ III. Do. „ IV. Do.	Cl. I. Arithmetic „ II. Do. „ III. Do. „ IV. Do.	Cl. I. Gram., Parsing. „ II. History. „ III. Arith., Exer.	
9 45 to 10 15	Cl. I. French „ II. French, Arith. „ III. Reading	Cl. I. Geography „ II. Do. „ III. Grammar, Ex.	Cl. I. Gram., Syntax „ II. Dict., & Compos. „ III. Geo., Exer.	Cl. I. History „ II. Geography „ III. Grammar Exer.	Cl. I. Eng. Ex., German. „ II. Grammar Exer. „ III. Reading.	
10 15 to 10 45	Cl. I. Physics „ II. History „ III. Arith. Exer.	Cl. I. German „ II. French „ III. Grammar	Cl. I. French „ II. French, Arith. „ III. Geography	Cl. I. German „ II. French „ III. Grammar	Cl. I. English. „ II. Grammar. „ III. Arith. Exercises.	
10 45 to 11 0	Interval.					
11 0 to 12 0	Cl. I. Lat., Arith., Ex. „ II. Do. do. „ III. Do., French „ IV. Mental Arith.	Cl. I. Lat., Arith., Ex. „ II. Do. do. „ III. Do. do. „ IV. Mental Arith.	Cl. I. Latin Arith. „ II. Do. „ III. Do. „ IV. Mental Arith.	Cl. I. Latin Algebra „ II. Geography „ III. French „ IV. Mental Arith.	Cl. I. Latin, Mathemat. „ II. Mental Arith. „ III. Do.	
2 0 to 2 30	Cl. I. Writing „ II. Do. „ III. French	Cl. I., II., III. Writing or Drawing.	Cl. I., II., III. Writing	Cl. I., II., III. Writing or Drawing.	Cl. I., II., III. Writing.	
2 30 to 3 0	Cl. I. Geometry and Arith. Exer. „ II. Grammar, Ex. „ III. Geography	Cl. I., II. Drawing or Arithmetic. „ III. Reading	Cl. I. Algebra „ II. Grammar, Exer. „ III. Reading	Cl. I. Drawing „ II. Arith. Exer. „ III. Reading	Cl. I. Geometry. „ II. Arith. Exercises. „ III. Geography.	
3 0 to 4 0	Cl. I. Gram. Analysis „ II. Grammar „ III. Arith., Exer.	Cl. I. History „ II. Reading „ III. Arith., Exer.	Cl. I. Dictation „ II. Grammar „ III. Arith., Exer.	Cl. I. Geography „ II. Reading „ III. Arithmetic	Cl. I., II. Composition & Let. Writing. „ III. Arith., Exer.	

SAHAM TONEY.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6 30 to 8 0	Preparation. Algebra, English Gram.	Mensuration, History, and Geography.	Algebra, English, Grammar, Reading.	Book-keeping, History, Geography.	Mensuration, English Grammar, Reading.	Algebra; Latin for Monday.
9 0 to 10 0	1, 2. Scripture 3. Latin 3, 4. Read. & Dictation	1, 2. Scripture 3. French 3, 4. Hist. & Geography	1, 2. Scripture 4. Latin 3, 4. Reading	1, 2. Scripture 3. French 3, 4. Hist. & Geography	1, 2. Scripture 4. Latin 3, 4. Read. & Dictation.	1, 2. Book-keeping. Conversational French. 3, 4. Church Catechism.
10 0 to 11 0	1, 2. English Grammar 1. Latin 3, 4. Write	1, 2. Read. & Dictation 2. French 3, 4. Scripture	1, 2. Write 3. Latin 3, 4. English Grammar	1, 2. Reading 2. French 3, 4. Scripture	1, 2. Write 3. Latin 3, 4. English Grammar	Drawing.
11 0 to 12 0	1, 2. Write 4. Latin 3, 4. English Grammar	1, 2. Hist. & Geography 1. French 3, 4. Writ. & Dictation	1, 2. English Grammar 2. Latin 3, 4. Write	Vocal Music	1, 2. English Grammar 2. Latin 3, 4. Write	1, 2. Drawing. 3, 4. Read. & Dictation.
	Drill (20′).					
2 0 to 3 0	1, 2. Dictat. & Composn. 2. Latin 3, 4. Scripture	1, 2. Object Lessons 4. French 3, 4. Object Lessons	Half Holiday.	1, 2. Geography 4. French 3, 4. Read. & Dictation	1, 2. Read. & Dictation 1. Latin 3, 4. Dictat. & Composn.	Half Holiday.
3 0 to 4 0	Arithmetic, Mental do.	As above		1, 2. Object Lessons 1. French 3, 4. Composition	Arithmetic	
4 0 to 5 0	Arithmetic			1, 2, 3, 4. Arithmetic		
7 0 to 8 30	French, other boys prepare English work for next day.	Latin; others as before	French; others, Evening Subjects.	Latin as before	Chemistry, all	No work.

Themes for Sunday written on the Blackboard.

	—	Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	
1	1st Class	to 7.30	Read Scripture	Read Scripture	Read Scripture	Read Scripture	Read Scriptures	Read Scripture.	NORFOLK.
		8.0 „ 9.0	Greek	Latin	Greek	Latin	Euclid and Arithmetic	Greek.	
		10.0 „ 12.0	Do.	French	Do.	French	Latin	Do.	
		3.0 „ 5.0	Latin	Prosody	Latin	Prosody	History	Half-holiday.	
		7.0 „ 9.0	Algebra	Euclid and Algebra	Euclid and Algebra	Euclid and Algebra	Greek and Arithmetic	Greek (prepare).	
	2nd „	to 7.30	Scripture	Scripture	Scriptures	Scripture	Scripture	Scripture.	
		8.0 „ 9.0	Greek	Latin	Greek	Euclid and Arithmetic	Greek	Euclid and Arith.	
		10.0 „ 12.0	Latin	Do.	French	Latin	History and Writing	Geography.	
		3.0 „ 5.0	Do.	French	Latin	French	History	Half-holiday.	
		7.0 „ 9.0	Algebra	Greek and Arithmetic	Euclid and Arithmetic	Greek and Algebra	Euclid and Arithmetic	Greek (prepare).	
	3rd „	to 7.30	Scripture	Scripture	Scripture	Scripture	Scripture	Scripture.	
		8.0 „ 9.0	Greek	Euclid and Algebra	Greek	Euclid and Arithmetic	Greek	French.	
		10.0 „ 12.0	French	Latin	English Grammar and Dictation.	Latin	History and Writing	Geography.	
		3.0 „ 5.0	Latin	Geog. and Writing	French	History	History	Half-holiday.	
		7.0 „ 9.0	Euclid and Algebra	Greek and Arithmetic	Euclid and French	Greek and Algebra	French	Greek (prepare).	
	4th „	to 7.30	Scripture	Scripture	Scripture	Scripture	Scripture	Scripture.	
		8.0 „ 9.0	French	French	French	French	French	Repeat History dates.	
		10.0 „ 12.0	English Grammar and Dictation.	Latin Grammar	English Grammar and Dictation.	Latin (Henry's 1st Book).	History and Writing.	Geography.	
		3.0 „ 5.0	Latin (Henry's 1st Bk.)	Geog. and Writing	Latin (Grammar, &c.)	History	History	Half-holiday.	
		7.0 „ 9.0	French prepared and Arithmetic.	French and Arithmetic	French and Arithmetic	French and Arithmetic	Historic dates (learn)	French (prepare).	
2	Routine for first class.	9.0 to 9.30	Singing, Reading Scriptures, and Prayer.	Singing, Reading Scriptures, and Prayer.	Singing, Reading Scriptures, and Prayer.	Singing, Reading Scripture, and Prayer.	Singing, Reading Scriptures, and Prayer.	Singing, Reading Scriptures, and Prayer.	
		9.30 „ 10.20	2nd, French and Arith.	3rd, French and Arith.	1st, French and Arith.	2nd, French and Arith.	3rd, French and Arith.	1st, French and Arith.	
		10.20 „ 11.0	Geography	English Grammar	English History	Geography	English Grammar	English History.	
		11.0 „ 11.10	A few minutes in the Playground, returning into School in a different classification for Latin.						
		11.10 „ 12.0	Latin	Latin	Latin	Latin	Latin.	—	
		12.0 „ 2.0	Recess	Recess	Recess	Recess	Recess.	—	
		2.0 „ 2.45	3rd, French, Writing, Dictation.	1st, French, Book-keeping.	Drawing	1st, French, Writing, Dictation.	2nd, French, Book-keeping.	—	
		2.45 „ 3.30	1st, French, Reading	2nd, French, Arith.	Botany	3rd, French, Reading	1st, French, Reading.	—	
		3.30 „ 4.15	Arithmetic	Drill, Reading	Reading	Arithmetic	Drill, Arithmetic.	—	
		4.15 „ 4.30	Mental Arithmetic	Spelling	—	Mental Arithmetic	Spelling.	—	

This is a broken day, on which are taught Dancing, Drawing, Drilling, &c. & Arith.

	—	Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	
3		7.0 to 8.0	Oral Lesson	Arithmetic	Oral Lesson	Oral Lesson	Arithmetic	Arithmetic.	NORFOLK
		9.15 „ 10.0	1st and 2nd Classes, Dictation; 3rd Class, Reading.	1st, 2nd, and 3rd Cl., Dictation.	1st and 2nd Classes, Dictation; 3rd Class, Reading.	1st and 2nd Classes, Dictation; 3rd Class, Common Things.	1st Class, Analysis till 10.45; 2nd and 3rd Class, Dictation.	1st and 2nd Classes, Dictation; 3rd Cl., Common Things.	
		10.0 „ 10·45	1st and 2nd Classes, Geography; 3rd Cl., Common Things.	1st and 2nd Classes, Analysis; 3rd Class, Grammar.	1st and 2nd Classes, Geography; 3rd Cl., Dictation.	1st Class, History; 2nd and 3rd Cl., Reading.	2nd and 3rd Classes, Geography.	1st Class, History; 2nd and 3rd Classes, Reading.	
		10·45 „ 11.0	Recreation till a quarter-past 11 a.m.						
		11.0 „ 12·45	1st, 2nd, and 3rd Cl., Latin and Reading.	1st, 2nd, and 3rd Cl., French and Reading.	1st, 2nd, and 3rd Cl., Latin and Reading.	1st, 2nd, and 3rd Cl., Latin and Reading.	1st, 2nd, and 3rd Cl., French and Reading.	1st, 2nd, and 3rd Cl., French and Reading.	
			Boys who do neither Latin nor French occupy the above time, viz., 11·0 to 12·45, as under-mentioned :—						
			Letter Writing	Arithmetic	Tables and Mental Arithmetic.	Composition	Arithmetic	Mental Arithmetic and Tables.	
		3.0 „ 4.0	Writing throughout the School.		Half-holiday	Writing throughout the School.		Half-holiday.	
		4.0 „ 5.0	Arithmetic	Arithmetic	Do.	Arithmetic	Arithmetic	Do.	
		7.0 „ 8.0	Preparing Lessons for the ensuing day.						
4		9.0 to 10.0	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic.	
		10.0 „ 11.0	Grammar and Spelling.	Geography and Spelling.	Geography and Spelling.	Geography and Spelling.	Grammar and Spelling.	Geography and Spelling.	
		11.0 „ 12.0	Writing and Latin	Writing and Drill	Latin and Writing	Writing and Drill	Writing and Latin	Latin and Writing.	
		2.0 „ 3.0	French, Writing, Drawing, and Sundries, Reading.	French	—	French	French.	—	
		3.0 „ 4.0	Scripture, French	History, Reading, Arithmetic.	—	Writing, French	Arithmetic.	—	
5		9.0 to 10.0	Parsing	Scripture	Analysing	Scripture	Grammar Questions.	—	
		10.0 „ 11.0	Writing and Repetition of Home Lessons.	Do.	Do.	Do.	Do.	—	
		11.0 „ 12.0	Arithmetic	Arith. and Algebra	Arithmetic and Euclid	Arith. and Algebra	Arith. and Euclid.	—	
		2.0 „ 3.0	Latin Translation	French Translation	Writing	Latin Translation	French Translation.	—	
		3.0 „ 4.0	Reading and Whately's Evidence or Catechism.	Reading and English, Dictation.	Mechanics (Elementary Oral Lectures).	Reading and English, Dictation.	Reading and French, Dictation.	—	
		4.0 „ 5.0	Arith. and Euclid	Arithmetic and Latin	—	Arith. and Algebra	Arithmetic and Latin.	—	
		Home Lessons.	French Exercise, Latin, and Geography.	French Exercise, Latin, and English Grammar.	Mapping, French Verbs.	Composition, Latin Accidence.	French Exercises, Latin, and English History.	—	

NORTHUMBERLAND.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
	School opened by reading a few verses of Sacred Scripture and Prayer, classed in Spelling, with Derivation and Meanings in Senior Class.					
	English Grammar, three classes.	Geography, three classes	English Composition, 2nd & 3rd Classes Grammar.	Geography, three classes	British History, three classes.	
	English Grammar and Composition, Exercises given in.	Latin Exercises given in	English Grammar and Composition, Exercises given in.	Latin Exercise given in -	Latin Exercise given in.	
Division of time not specified.	Euclid - - -	Latin Class - -	Euclid - - -	Latin Class - -	Latin Class.	
	Writing - - -	Writing - - -	Writing - - -	Writing - - -	Writing.	
	Junior Reading Classes, No. 9.	Junior Reading Classes, British History.	Reading, Junior, No. 9; Senior, No. 10.	Third Class reading Instructive Lessons.	Reading Classes 2nd & 3rd, British History.	
	First Reading Class in No. 10.	First Reading Class, British History.	Arithmetic - -	1st and 2nd Classes read Bible.	1st read in Class in British History.	
	Juniors read in New Testament.	Juniors read in New Testament.	Each pupil on working the Exercises for his Class can get out of School. Some have done at 3 o'clock, others not till half-past 4.	Juniors read in New Testament.	Juniors read in New Testament.	
	Drawing Class - -	Book-keeping - -		Book-keeping.	Dictation.	
	Arithmetic - -	Arithmetic - -		Arithmetic - -	Arithmetic.	
	Mensuration - -	Mensuration - -		Mensuration - -	Write Letters.	
	Printing - - -	Tables - - -		Tables - - -	Copy Poetry, &c.	

9·0	Little boys read, the others write.
9·45 to 10·15	Third Class reads.
10·30 to 11·15	Second do. do.
11·15 to 12·0	First do. do.
1·30 to 3·15	Little boys read, the others write and do their sums.
3·30 to 4·0	Bigger boys read Bible.
	This is the general round. When not up at lessons all are expected to be employed in their desks at their writing or sums.

(D.)—*See* page 375.

FRAMLINGHAM COLLEGE.

In November 1866 the Governors, upon the recommendation of the Head Master, sanctioned the issue of the following circular to the parents, and the re-arrangement of the course of study on this basis.

Albert Middle Class College,
Framlingham, Suffolk,
November 1st, 1866.

After the present term an alteration will be made in the course of study laid down in the prospectus—principally for the benefit of boys who cannot remain in the College more than three or four terms. Such boys require before everything the subjects connected with a sound English education; and ought to be able to give the whole of their time to these, instead of, as at present, attempting to learn most of the subjects taught.

The entire range of subjects will be divided into two Schedules as on the accompanying Form. Those in Schedule I. will be taught to all boys, those in Schedule II. according to the wish of the parents, to be expressed in writing to the Head Master.

It will be open to parents to choose which subjects their sons shall learn, to add a fresh subject at the beginning of any term, or to omit any that have hitherto been learnt; so that each boy's work in this Schedule will be entirely decided by the wish of his parents.

Parents are requested to put their initials against such subjects in Schedule II. in the appended Form as they wish their sons to learn, and return the Form signed at their earliest convenience to the Head Master, who will be happy to give any further information or explanation that may be desired, or, if the decision be left to him, to determine to the best of his judgment.

ALBERT DAYMOND,
Head Master.

This FORM to be detached and returned to the HEAD MASTER.

SIR, 186 .

I wish my son to learn the subjects in Schedule II. against which I have put my initials.

SCHEDULE I.	SCHEDULE II.	Parent's initials.
Religious instruction in accordance with the prospectus.	Latin and Roman History -	
The Elements of English Education.	French - - - -	
a. Reading.	German - - - -	
b. Writing.	Mathematics - - -	
c. Spelling.	Land Surveying - -	
d. Arithmetic.	Book-keeping - - -	
English Grammar and Composition.	Elements of the Natural Sciences	
English History.	Agricultural Chemistry -	
Geography.	Geometrical, Engineering, Model, and Architectural Drawing -	
	*Greek; and Grecian History -	
	*Pianoforte - - -	
	*Dancing - - -	
	**As extras*—One guinea per term.	

Signed (name of parent.)

The following extract from the examination list for December 1866 will show the elaborate manner in which the yearly examinations are conducted. To ensure perfect fairness, the examiner on this occasion was not furnished with names; but "each boy received a number for the examination, a record of "which with his name was preserved in an envelope, which was not opened "until all the papers had been examined and the list published."

Order of Merit.	Name. Highest Marks obtainable.	Scripture. 100	Reading. 100	Writing. 100	Spelling. 100	Grammar. 100	History. 100	Geography. 100	Arithmetic. 100	Mathematics. 100	Latin. 100	French. 100	German. 100	Drawing. 100	Land surveying. 50	Book-keeping. 50	Total. 1,400
*1	- - -	95	90	50	95	93	100	100	100			95					818
2	- - -	90	80	55	93	89	94	89	58			95					743
3	- - -	90	75	65	27	83	92	79	57			93					731
4	- - -	70	85	45	88	93	98	81	65			98					723
5	- - -	85	85	55	88	96	79	74	57			100					719
6	- - -	100	90	70	94	81	65	48	70				95				713
1	- - -	90	60	75	94	100	99	66	73	31	95	83	90	39	27		1,020
2	- - -	50	65	60	78	74	34	50	64	61	72	90	65	49		31	843
3	- - -	89	80	60	86	45	81	70	40	24	61	45	42	55		41	818
4	- - -	65	70	35	75	70	38	52	49	38	90	93	53	31		37	796
5	- - -	45	60	70	77	74	54	54	65	15	93	60	57	17	39		779
6	- - -	60	90	50	85	93	55	56	55	17	49	86	37	13		30	776

In this manner the results are classified for all the boys throughout the school. Two lists are printed, one for the senior, the other for the junior department.

In December 1865, 162 seniors and 138 juniors were thus classed in order of merit, four boys only being absent.

In the senior department the maximum of marks attainable was 625. The highest boy got 560 and the lowest 102. In the junior department 550 was the maximum. The highest number obtained was 419 and the lowest 35.

Authorized List of Clothes and Books required at Framlingham College.

List of Clothes, &c. required by each boy.

Three complete suits of outside clothes, one being kept for Sundays, of a black or dark colour.

Three pairs of stout boots and one pair of stout slippers.

Six ditto socks or stockings, of worsted or cotton according to the season.

Six day shirts, three night ditto, eight collars, and six towels.

Six pocket handkerchiefs, three neckties, one being black for Sundays, and three pairs of gloves, one pair being black for Sundays.

One overcoat, of a dark colour, and one outside scarf.

One comb bag, one comb, one hair brush, one clothes ditto, and one tooth ditto.

A piece of flannel to wash with, sufficient soap for the term, and a sponge or waterproof bag of some kind.

If a boy is accustomed to wear flannel, he must be provided with three complete changes.

Three caps, one to be kept for Sundays, will be supplied by the College tailor, who will be in attendance on the day named.

List of Books, &c.

A Bible and prayer book of convenient size to be brought by each boy, subject in the case of the latter book to the exemption provided for in the prospectus.

*A Hymn Book.
*Reading Book, according to Class.
*Exercise Book.
*Copy book.
*Sullivan's Spelling Book Superseded.
*Barnard Smith's Class Book of Arithmetic.
*Morell's Grammar and Analysis.

* The first six boys in this list were excused some subjects, as they were preparing for the Cambridge Local Examinations.

Armstrong's Composition.
*Clyde's Geography.
Atlas.
*Smith's Student's Hume.
*Curtis' Chronological Outlines.
Smith's History of Rome and Greece.
*Eton Latin Grammar.
Arnold's Henry's First Latin Book.
Smith's Small Latin Dictionary.
French Grammar and Reader.
German Grammar and Reader.
Barnard Smith's Algebra.
Potts' Euclid.
Hatton's System of Book-keeping.
Manual of Mensuration.
Drawing Book and Manual of Perspective.

At commencing, a boy will probably require only those marked*, or if advanced, a few others. The cost will be about 40*s.* As a boy moves from one class to another, other books in the above list will be wanted, but care will be taken to keep this item of expenditure as low as is consistent with the pupil's progress.

(E.)—*See* page 389.

NEWCASTLE COLLEGE of MEDICINE.

EXTRACT from the Report of the Council of the College in reference to the Examination of Candidates for Registration (October 1867).

The number of candidates at the Spring Examination was 67, and of these 43 passed, whilst at the Autumn trial 76 presented themselves, of whom only 36 received certificates of having passed. The proportion of rejections, it will be observed, is unusually large, more than one half of the candidates having failed to satisfy the examiners. The two subjects which were most fatal were arithmetic and, as usual, Latin; but in most cases of rejection the deficiency of the candidate was common to all his papers. The causes of this failure doubtless are, on the one hand, the want of sufficient preliminary education in the candidates themselves, and, on the other, the fact of the standard of sufficiency having been raised, in compliance with the recommendation of the General Medical Council. The visitors appointed by the Council to inspect the examinations, preliminary and professional, of our University in 1865–66, reported as follows respecting the former:—"No part of the examination is conducted *viva voce*. Of 67 candidates, 43 passed, and 24 were rejected. Of the 15 candidates whose papers were sent to us, three took optional subjects, two of them Euclid, and one Euclid and French. Confining our observations to the subjects which are imperative, we do not think that their scope, or the questions put, represent a high standard. The answering in English grammar, history, and geography varies as to copiousness and accuracy. In some instances it is good, but in others superficial, imperfect, and inaccurate; and occasionally we find mistakes in spelling and composition, which could hardly have been accidental. The arithmetic presents considerable variety; in some instances it is good, in others correct as to method, but with mistakes in the work, in others more faulty. The translation from Latin into English is on the whole fair, and contrasts with the grammar, which is too often defective. Though the degree of inaccuracy in Latin grammar varies considerably, in three instances only is it faultless. The translation from English to Latin is seldom attempted, and rarely with success. On the 8th of June, the Committee (of the General Medical Council) on the Visitation of Examinations reported to the General Council at its session, under the head of University of Durham, the following:—'The professional examinations are satisfactory, and to be noted especially for their practical character. The preliminary examination, as at present conducted, does not seem satisfactory. It does not

include the requisite number of subjects, and in some instances the questions are not up to the standard the Council desires to see.' Assurance was given to the Council that the University would improve this examination before another year."

[The list of subjects has been accordingly modified, as will be seen by comparing that for September 1867 with the list for the two half-yearly examinations to be held in 1868.]

SUBJECTS of EXAMINATION for September 17, 1867.

1. The History contained in St. Mark's Gospel.
2. English Grammar and Writing from Dictation.
3. Arithmetic, including Vulgar and Decimal Fractions.
4. History of the Reign of George III.
5. To draw from memory an outline map, showing the coast line, the chief ranges of mountains, and the principal rivers of some one of the following countries, to be selected by the Examiners:—Great Britain; Italy; British India.

Questions will also be set in the Geography of these countries.

6. Translations with grammatical questions, from some one of the four following subjects to be selected by the Candidates:—
   1. Cæsar de Bello Gallico, Book IV.
   2. Cicero de Amicitia.
   3. Virgil—Fourth Book of the Æneid.
   4. Horace—First Book of the Odes.

Any Candidate, may, if he pleases, offer himself for examination in any one or more of three following subjects:—

1. The First Book of Euclid.
2. Voltaire's Charles XII., and French Grammar.
3. Xenophon's Memorabilia, and Greek Grammar.

SUBJECTS of EXAMINATION for April 21 and September 22, 1868.

Necessary Subjects.

The History contained in the Acts of the Apostles.

The History of England to the end of the Reign of Henry III.

English Grammar and Composition.

Arithmetic, including Vulgar and Decimal Fractions; Algebra, including Simple Equations.

Euclid, Books I. and II.

The Geography of Great Britain, Ireland, and France.

Candidates will be expected to draw from memory Outline Maps of these Countries, showing their chief ranges of mountains and their principal rivers, and also to answer questions connected with them.

Latin Grammar, with—

In April, Cæsar, De Bello Gallico, Lib. I. and II.
In September, Virgil, Æneid, Lib. I. and II.

Optional Subjects.

Greek Grammar, with Xenophon's Memorabilia.

French Grammar, with Voltaire's Charles XII.

German Grammar, with Goethe's Dichtung und Wahrheit, Book I.

Elementary Questions in Mechanics, Hydrostatics, and Pneumatics.

The following EXAMINATIONS are also accepted as qualifications for Registration:—

Durham Senior Middle Class Examination.

Durham Examinations for Students in Arts in their first and second years.

SUBJECTS of EXAMINATION for a MEDICAL SCHOLARSHIP.

October 8, 1867.

1. The Gospel of St. Mark, in Greek.
2. Latin Grammar.
3. Horace, Odes I. and II.
4. Cicero de Amicitia.
5. Arithmetic.
6. Euclid, Book I.

For the LICENCE in MEDICINE.

Residence in Durham is not imperative.

A Candidate must produce Certificates of Registration as a Student in Medicine, of having, after Registration, spent four years in medical study, at one or more of the schools recognised by the Licensing Bodies named in Schedule (A.) of the Medical Act, 1858, of good moral conduct, and of having attained the age of 21 years.

There are two Examinations; one after the Second Winter Session, the other after the Fourth Winter Session, of Medical Study. The first is directed to Anatomy, Physiology, and Chemistry. The second to the other branches of Medical Education, and more particularly to the Practice of Medicine.

For the DEGREE of MASTER in SURGERY.

The Regulations are the same as those for the Licence in Medicine, exc ep that the final examination is directed more particularly to Surgery.

For the DEGREE of BACHELOR in MEDICINE.

Residence during Three Terms at Durham is necessary.

A Candidate must have obtained a Degree in Arts of the University of Durham, or have passed the final Examinations for the Degree of Bachelor of Arts, or one equivalent thereto, must be a Licentiate in Medicine of the University, and of the standing of eighteen terms (six years), from the date of his Matriculation at Durham.

The Examination consists in writing an Essay on some medical subject ppointed by the Warden and Senate, and in passing an examination thereon.

(F.) *See* page 262.

Abstract of Replies to Particulars relating to Private Schools for Girls.

The statistical information received from private schools for girls is very defective in all particulars relating to the course of study and the method of instruction. This is in a great measure owing to the small number of pupils and the absence of systematic arrangement in ladies' schools.

I have tabulated the answers specifying the proportion of lessons learnt in and out of school, as well as the mode adopted in teaching languages, arithmetic, and history; but I attach little or no value to them. As for the several modes of teaching suggested by the questions, few female teachers apprehend or appreciate their distinctive differences.

The Returns throw some light on the arithmetical attainments of females engaged in education. One, who is "*very fond of teaching*," gives the following description of her bedrooms: "Two bedrooms 69 inches long, 52 wide; one 71 inches square; one room smaller. All on a flat and 35 inches high. Three persons sleep in each larger room, two in the small room generally." A really intelligent and superior women returns the cubical contents of her rooms as being 95 feet for 13 persons. A third schoolmistress, a conscientious and diligent teacher, states that her bedrooms contain 49,600 cubical feet. I did not inspect them, but I have a perfect recollection of the size and arrangement of her house, and I should say that her estimate, if divided by 6, would be much nearer the mark. A fourth lady simply admits that she "cannot say exactly how large her playground is."

On the other hand the Returns furnish evidence of the attention paid by female teachers to English composition. They are generally well expressed, and, with three exceptions, they are all correctly spelt. In the body of my Report, I have noticed one blunder in spelling; viz., *waved* for *waived*. A second schoolmistress addressed the envelope containing her answers to the *Secratary* of State; and a third has written the words *clergimen* and *vacinity*. She is the proprietor of a very inferior school.

As an illustration of my remarks on the miscellaneous character of the teaching in girls' schools, I observe that one lady specifically mentions mythology and chronology as subjects best fitted, in her opinion, for her scholars; and another in her schedule of school instruction returns two students in biography, two in astronomy, and one in mythology. This merely means that the students in question are at present engaged in learning the chapters in Mangnall which refer to the specified subjects.

NORTHUMBERLAND.	1.			2.	
	Day Scholars.	Boarders.	Left School.	Day Scholars.	Left School.
Average number of scholars for three years. — *Total*	40	4	5	54	13
Under 10	4	0	0	12	2
Between 10 *and* 14	16	0		34	6
„ 14 *and* 16	13	4	2	8	4
Above 16	7	0	3	0	1
Occupation of parents	Independent, professional, and commercial.			Clergymen, merchants, Custom House officers, clerks, farmers, and tradesmen.	
Distance from which day scholars come	From 200 yards to two miles.			From within a mile to 2½ miles.	
Annual fees and payments from day scholars and boarders.	£ s. d.			£ s. d.	
	General school work - 14 6 0			General school work, under 12 - - 6 6 0	
	German - - - 6 6 0			„ Above 12 - 8 8 0	
	Instrumental music - 6 6 0			„ For two sisters - 12 12 0	
	Vocal ditto - 6 6 0			French - - - 4 4 0	
	Drawing - - - 4 4 0			Music - - - 4 4 0	
	Dancing - - - 3 3 0			Do. (with master) - 6 6 0	
	Use of piano and books - 1 10 0			Class singing - - 1 0 0	
	Board, laundress, and pew - - 34 6 0				
	Bills { highest - - 56 2 0				
	Bills { lowest - - 42 10 0				
Assistants, their salaries and duties	English teacher, half the profits. French teacher, resident, 40*l.* per annum. Music teacher, 80*l.* per annum. Drawing teacher, 2*l.* 12*s.* per annum from each pupil. Assistant English teacher, 20*l.* per annum.			Four English governesses at 35*l.*, 25*l.*, 25*l.*, 15*l.*; French teacher (a lady) at 1*l.* 1*s.* each pupil per quarter; Music master at 1*l.* 11*s.* 6*d.* each pupil per quarter.	
Size of bed-rooms	Largest room, 2,278 feet; smallest room, 1,748 feet.			No information.	
Separate beds	Yes.			No information.	
Discipline of bed-rooms	No information.			No information.	
Playground	No information.			No information.	
Difficulties experienced by schoolmistress	No information.			The profits of the school are too small to afford the assistance of properly trained teachers and to procure fitting apparatus and books, and that is a great drawback. The difficulty of overlooking all the exercises; the difficulty of procuring suitable house with playground, &c.	

[continued on page 594.]

3.

Day Scholars.	Boarders.
26	8
13	1
11	2
0	3
2	2

Shipowners, professional men, and tradesmen.

About half a mile.

	£	s.	d.
General school work - seniors	5	4	0
General school work - juniors	8	8	0
French - -	4	4	0
German - -	4	4	0
Music - -	6	6	0
Singing - -	6	6	0
Drawing - -	4	4	0
Use of Piano, &c.	1	11	0
Boarding, laundress, pew -	30	1	0
Highest bill -	56	0	0

Music master, 28*s.* French and German teacher, 10*s.* 6*d.* each per quarter from each pupil; writing master, 6*l.* 6*s.* per annum; resident-teacher, 16*l.* per annum; pupil-teacher receives instruction for her services.

Rooms large and airy,

No, two sleep together.

Superintendence of a teacher.

No information.

Pupils are often removed too early.

4.

Day Scholars.	Boarders.
40	12
	3
	4 (*sic.*)
	5
	4

Chiefly business, a few professional.

From the town and vicinity.

	£	s.	d.
General school work - under 8	2	2	0
General school work - „ 12	4	4	0
General school work - above 12	5	4	0
French - -	4	4	0
Music - -	4	4	0
Do. (with master) - -	8	8	0
Singing - -	4	4	0
Drawing - -	4	4	0
Dancing - -	4	4	0
Use of piano, &c.	1	5	6
Boarding, laundress, and pew -	35	1	0
Highest bill -	58	7	0

Music masters, three hours twice a week; drawing mistress, two hours once a week, paid one guinea per pupil per quarter (?). One resident governess and one daily governess teach general branches, with music and French. Salaries 35*l.* and 25*l.* per year respectively.

Five bed-rooms, averaging 2,250 cubic feet each. 15 or 16 persons occupy them.

No.

The resident governess superintends.

Yes.

No unusual difficulties.

5.

Day Scholars.	Left School.
24	2
6	0
8	0
8	1
2	1

Upper class tradesmen, merchants, and professors.

From half a furlong to 8 miles.

	Juniors. £	s.	d.	Seniors. £	s.
General school work - -	6	16	6	- 8	8
French - -	2	2	0	- 4	4
Music - -	4	4	0	- 6	6
Drawing - -	3	0	0	- 4	0
Dancing - -	4	4	0	- 4	3
Use of piano, &c.	1	8	0	- 1	8

Assist. English teacher, 30*l.* per ann. Do. music do., 2*l.* 2*s.* each pupil. Music master, 5*l.* 5*s.*, do. do. Drawing do., 2*l.* 2*s.* do. do. Two pupil-teachers who attend all the English classes every alternate week, and get music and French lessons for attending to the third English class and assisting in seeing order kept.

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A playroom 12 by 14 feet.

That of getting parents to assist in carrying out the system, by seeing the children prepare their lessons.

6.

Day Scholars.	Left School.
31	5
7	2
18	1
4	1
2	1

Merchants, solicitors, and clergymen.

Greatest distance 1½ mile.

	Under 10. £	s.	Above 10. £	s.
Gen. school work -	4	4	- 6	6
French -	4	4	- 4	4
German -	6	6	- 6	6
Music -	6	6	- 6	6
Singing -	4	4	- 4	4
Drawing -	4	4	- 4	4
Dancing -	6	6	- 6	6
Use of piano, &c. -	1	6	- 1	6

Professor of music, allowance of one-fifth on pupils. Musical governess, 30*l.* per ann. Professor of drawing, 20*l.* do. English governess, 20*l.* do. French do., per-centage on each pupil; two governess pupils who receive instruction in return for their services.

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A small one.

One difficulty arises from the want of proper authority being maintained at home; and another from the difference in the abilities and dispositions of the pupils.

[continued on next page.]

NORTHUMBERLAND.	7.	8.
Average number of scholars for three years. — *Total*	Thirty girls and six little boys present on the day of examination; some of the former being boarders.	Day Scholars. 29
Under 10		
Between 10 *and* 14		
„ 14 *and* 16		
Above 16		
Occupation of parents	Merchants, clergymen, professional men, and respectable tradesmen.	No information.
Distance from which day scholars come	Greatest distance about five miles.	From two yards to two miles.
Annual fees and payments from day scholars and boarders.	No information.	General sch. work — under 9: £4 4s. 0d.; above 9: £8 8s. 0d. French: £4 4s. 0d. German: £6 6s. 0d. Italian: £6 6s. 0d. Music: £4 4s. 0d. Drawing: £4 4s. 0d. Use of piano, globes, &c.: £1 10s. 0d. Board and washing: £35 14s. 0d. Weekly board and washing: £30 9s. 0d.
Assistants, their salaries and duties	Music master, 2*l.* 2*s.* per qr. } from each German do. 2*l.* 2*s.* do. } pupil. Three lady teachers and two pupil-teachers, whose salaries vary.	French and music taught by lady professors.
Size of bed-rooms	Two bed-rooms 69 inches long 52 wide; one do. 71 inches square; one room smaller; all on a flat and 35 inches high. Three sleep in each large room, two in small room generally.	—
Separate beds	Some have a bedfellow, others sleep alone.	—
Discipline of bed-rooms	Teachers sleep either in the same room or near the pupils.	—
Playground	Yes.	No information.
Difficulties experienced by schoolmistress	I am so fond of teaching, that I have no difficulties except such as arise from the disinclination of many children to study, and their too general love of idleness and dislike to control; also in deciding on the mode of treatment suited to each disposition.	The small amount of interest taken by parents in the pupils' advancement.

[continued on p. 596.]

9.	10.	11.	12.
Day Scholars. Left School. 47 8 22 5 22 1 3 2	Day Scholars. Boarders. 19 3 8 0 11 0 0 2 0 1	No information.	No information.
Tradespeople.	Officers in the army, surgeons, bankers, solicitors, and merchants.	Profession and trade combined.	No information.
Five or ten minutes' walk.	One mile.	No information.	Within half a mile.
Under 8. Above 8. General school £ s. £ s. work - - 1 10 - 3 3 French - 2 2 Piano - - 3 3 Singing - - 3 3 Drawing - - 3 3 Use of piano, &c. 0 6	£ s. General sch. work. under 10 4 4 above 10 5 5 Writing and arithmetic 3 3 French - - - 4 4 Music - - - 6 6 Drawing - - - 6 6 Dancing - - - 6 6 Private tuition - - 6 6 Use of piano, globes, &c. under 10 0 17 above 10 1 10 Boarding, laundress, and pew - - 42 10 Bills Highest - - 52 0 Average - - 48 0	No information.	Under 10. Above 10. General sch. £ s. £ s. work - 4 4 - 6 6 French - 2 2 - 2 2 Music - 4 4 - 4 4 Drawing - 2 2 - 2 2 Use of piano, &c. - 0 9 - 0 9 Boarding - 20 0 - 26 5 Bills Highest - 41 19 Average - 29 4 Lowest - 25 4
No information.	English teacher, 2*l.* per ann. Drawing mistress, French mistress, and dancing master, 1*l.* 11*s.* 6*d.* per quarter each pupil.	Governess and pupil-teachers.	No information.
—	No information.	No information.	No information.
—	If parents prefer it.	No information.	Two in each bed.
—	By a teacher.	No information.	By the junior assistant.
Yes. Cannot say exactly how large it is.	No information.	None.	Yes. The area in front of the house.
Parents not enforcing the preparation of lessons at home; also children not being kept regularly at school.	To please parents I must make a show of advancements, especially in accomplishments, when I would prefer beginning with the elements, and thoroughly teaching the principles of each study.	Irregularity of attendance, resulting in a great measure from over-indulgence.	No information.

[continued on next page.]

NORTHUMBERLAND.	13.	14.
	Day Scholars.	
Average number of scholars for three years. — *Total*	44	No information.
Under 10	22	
Between 10 *and* 14	12	
„ 14 *and* 16	7	
Above 16	3	
Occupation of parents	Tradesmen and captains of vessels.	Medical, engineers, merchants, and farmers.
Distance from which day scholars come	Within a mile.	Various distances within four miles.
Annual fees and payments from day scholars and boarders.	Under 10. £ s. / Above 10. £ s. General school work 2 2 - 3 0 Writing - - 1 0 - 1 0 Arithmetic - - 1 0 - 1 0 Geography - - 1 0 - 1 0 Grammar - - 0 10 - 1 0 French - - - 4 4 - 4 4 Music - - - 4 4 - 6 6 Use of piano, &c. - 0 2 - 0 8	No information.
Assistants, their salaries and duties	Writing master, 8*l.* per ann.; two pupil-teachers, who assist in teaching the junior classes reading, writing, arithmetic, spelling, and needlework, and receive in return 8*l.* and lessons in music and French.	£ s. d. Music - - 2 2 0 } per quarter each pupil. Drawing - - 1 1 0 } Dancing - - 1 11 6 }
Size of bed-rooms	—	—
Separate beds	—	—
Discipline of bed-rooms	—	—
Playground	No information.	No information.
Difficulties experienced by schoolmistress	Irregular attendance, want of co-operation on the part of parents, undue indulgence at home, the volatile disposition of children, &c., &c.	The greatest difficulties I have to contend with arise from ignorance of the first principles of obedience.

[continued on p. 598.]

15.	16.	17.	18.
No information.	Day Scholars. 21 / Boarders. 2 / Left School. 18 14 / 0 / 7 4 / 1 / 2 3 / 0 / 0 0 / 1 / 0	26	Day Scholars. 48 / Left School. 10 22 / 3 20 / 7 6 / 0 0 / 0
No information.	Tradespeople generally.	Tradesmen and shopkeepers.	Merchants, clerks, tradespeople, better class mechanics.
No information.	From ½ mile to 4 miles.	From the town and neighbourhood.	The greater number within a mile.
Under 12. / Above 12. £ s. / £ s. General school work - 6 6 / - 8 8 French - 4 4 German - 6 6 Music - 4 4 Drawing - 4 4 Use of piano - / - 1 0 Boarding, laundress, and pew - / - 36 4	Under 10. / Above 10. £ s. / £ s. General school work - 2 0 / - 3 0 French - 2 2 / - 2 2 Music - 4 4 / - 4 4 Drawing - 4 4 / - 4 4 Boarding and laundress - 25 2 / - 31 2	No information.	No information.
No information.	Music and French.	There is a pupil-teacher, who assists with the lessons of the younger pupils. She receives instruction in music, French, and English.	Teachers give assistance generally in the various branches of school education and receive various emoluments.
No information.	1,540 cubic feet for four persons.	No information.	No information.
Yes.	No.	No information.	No information.
No information.	By the assistant teacher.	No information.	No information.
No information.	Yes.	No.	A paved courtyard attached to the house.
No information.	None, excepting those that arise from the dulness of the pupils.	The fees obtainable from the parents are inadequate properly to remunerate the teacher and to afford good school accommodation and apparatus.	Want of regularity in attendance on the part of the scholars, and of home instruction and supervision.

[continued on next page.]

NORTHUMBERLAND.	19.		20.	
	Day Scholars.	Left School.	Day Scholars.	Left School.
Average number of scholars for three years. — *Total*	27	12	14	8
Under 10	21	8	3	
Between 10 *and* 14	6	4	9	
„ 14 *and* 16			2	
Above 16			0	
Occupation of parents	Chiefly tradespeople.		Grocers, merchants, traveller, brewer, builder, clerks, agents, station master, farmer.	
Distance from which day scholars come.	All within ½ mile.		From ½ mile to 1 mile.	

Annual fees and payments from day scholars and boarders.

	Under 10.	Above 10.
	£ s.	£ s.
General school work	2 2	4 4
French	1 1	1 1
Music	1 1	1 1
Drawing	0 15	0 15
Fires	0 3	0 3
Boarding and Laundress	—	29 17

	£ s. d.
Reading	2 2 0
Writing and arithmetic	0 10 0
Grammar, geography, and history	0 12 0
Fancy needlework	0 10 0
Piano	4 4 0
Do. with singing	6 0 0

Assistants, their salaries and duties	No information.	No information.
Size of bed-rooms	No information.	No information.
Separate beds	No information.	No information.
Discipline of bed-rooms	No information.	No information.
Playground	No information.	No information.
Difficulties experienced by school-mistress.	No information.	Not any.

[continued on p. 600.]

21.	22.	23.	24.
Day Scholars. / Left School. 25 / 3 12 / 1 13 / 2	Day Scholars. 25 15 6 4 0	Day Scholars. 25 10 15	No information.
No information.	Tradesmen, agents, and commercial travellers.	Clergymen, shipowners, master mariners, and merchants.	Artisans.
No information.	Within a radius of a mile.	From the immediate vicinity.	From the neighbourhood.
Under 10. / Above 10. £ s. / £ s. General school work - 1 10 / 1 10 Writing and arithmetic - - - 1 10 Geography - - - 0 8 History - - - - 0 8 Use of piano, &c. - - 0 11	Under 10. / Above 10. £ s. / £ s. General school work 1 10 / 3 0 Piano - - - 4 4	Under 10. / Above 10. £ s. / £ s. General school work 2 2 / 3 3 No extras.	No information.
No information.	No information.	No information.	No information.
No information.	No information.	No information.	No information.
No information.	No information.	No information.	No information.
No information.	No information.	No information.	No information.
No information.	Yes (6 yards by 7).	No information.	No information.
No information.	Inattention on the part of the parents to the children's lessons learnt at home.	Inattention of parents to the habits and dispositions of children.	No information.

[continued from page 586.]

NORTHUMBERLAND.	1.	2.
What, if anything, are the scholars required to know on admissioon?	No information.	Nothing.
Do the scholars come from some other school or from home teaching?	Both.	Both.
In which case are they better prepared?	No information.	It is impossible to say as it depends on circumstances.
What is the average time pupils remain in the school?	Question misunderstood.	No information.
Number of weeks during which the school is at work.	40	40
How many hours a week are the scholars in school?	30	25
Proportion of lessons learnt—		
(a.) *in school.*	—	—
(b.) *out of school with teacher.*	—	—
(c.) *out of school without teacher.*	(c.)	(c.)
Are exercises in Latin and modern languages—		
(a.) *short sentences.*	(a.)	(a.)
(b.) *continuous passages.*	(b.)	—
(c.) *original composition?*	—	—
Are examples in arithmetic or mathematics—		
(a.) *taken from books.*	(a.)	(a.)
(b.) *dictated orally.*	(b.)	—
(c.) *set in writing.*	(c.)	—
Is history taught—		
(a.) *by abridgments.*	(a.)	(a.)
(b.) *from standard authors.*	(b.)	—
(c.) *by oral lectures?*	—	—
Are the following subjects taught—		
(a.) *freehand drawing from the flat or from models?*	(a.)	No information.
(b.) *colouring.*	(b.)	—
Are harmony, instrumental music, class singing, and solo singing, or any of them, taught?	Instrumental music and solo singing.	Instrumental music and class singing are taught by a music master and by the governesses.
Subjects of instruction—		
(1.) *best fitted, in the opinion of the mistress, for her scholars.*	Arithmetic, history, geography, composition (English and French), French, and German.	Arithmetic, grammar, geography, and history; music where there is any liking for it.
(2.) *preferred by parents*	Facility in French conversation, music.	Their progress in reading, writing, spelling, arithmetic, and music is often commented on.
Are independent examinations desirable?	An advantage.	I think it desirable that the school should be examined and publicly reported on, but that the names of the scholars should not be published.
If so, by what examiners?	No information.	By the Universities.
What system of rewards and prizes is in use?	No information.	None.

[continued on p. 602.]

3.	4.	5.	6.
No information.	No information.	To speak plainly.	No particular amount of knowledge required.
From home, without much teaching.	Both.	Generally from another school.	Principally from other schools.
No information.	No information.	No material difference.	From school teaching.
Eight or nine years.	Question misunderstood.	2½ years.	6 to 7 years.
41	40	41½	40
25	25	27½	25
— (*b.*) boarders. (*c.*) day scholars.	— (*b.*) boarders. (*c.*) day scholars.	(*a.*) about $\frac{1}{10}$th. — (*c.*) about $\frac{27}{40}$ths.	— (*c.*)
(*a.*) (*b.*) (*c.*)	(*a.*) — —	(*a.*) —	(*a.*) (*b.*) (*c.*)
(*a.*) (*b.*)	(*a.*) (*b.*)	(*a.*) (*b.*)	(*a.*) (*b.*)
(*a.*) (*b.*)	(*a.*) (*b.*)	(*a.*) (*b.*)	(*a.*) (*b.*)
Drawing in various styles is taught from copies. —	— (*b.*)	(*a.*) (*b.*)	Perspective and drawing from the flat. —
Pianoforte, solo singing, and class singing occasionally.	Instrumental music and solo singing.	Harmony, instrumental music, class singing, and solo singing.	Instrumental music, solo and class singing.
English grammar and composition, writing and arithmetic, geography, history, general English literature, French, and music.	A thorough knowledge of English grammatical construction, composition, geography, writing, and arithmetic.	English in all its branches, history, geography, writing, arithmetic; the general doctrines of Christianity; needlework; French, to be able to translate a French author.	Spelling, tables, arithmetic, grammar, geography, physical and political, history, ancient and modern, mythology, and chronology.
Those mentioned above; sometimes in addition German or Latin.	As above.	Parents generally request their children to be made good English scholars and good musicians.	All that is comprised in a sound English education.
No information.	For a private school an examination, but not a public report, would be desirable.	Decidedly by competent examiners.	An examination by an independent examiner would be decidedly advantageous.
No information.	No information.	By people of practical experience in teaching.	The examiners might be appointed as in schools under Government inspection.
Prizes are given for lessons and good behaviour according to the report books.	No prizes or rewards.	A prize is awarded to the dux of *each* class once a year, according to the number of times the pupil has been at the head of the class. Another is given once a year to the pupil who has the greatest number of marks in all her classes.	A register of marks. At the end of each half year the marks are counted, and the prizes awarded accordingly.

[continued on next page.]

[continued from page 588.]

NORTHUMBERLAND.	7.	8.
What, if anything, are the scholars required to know on admission?	There is no rule.	Nothing.
Do the scholars come from some other school or from home teaching?	Generally from some other school.	From other schools,
In which case are they better prepared?	From school.	No information.
What is the average time pupils remain in the school?	About 6 years.	9 years at most.
Number of weeks during which the school is at work.	40	41
How many hours a week are the scholars in school?	29	28
Proportion of lessons learnt—		
(a.) *in school.*	—	(*a.*) large proportion.
(b.) } *out of* } *with teacher.*	(*b.*) boarders.	—
(c.) } *school* } *without teacher.*	(*c.*) day scholars.	—
Are exercises in Latin and modern languages—		
(a.) *short sentences.*	(*a.*) }	(*a.*)
(b.) *continuous passages.*	(*b.*) } according to proficiency.	(*b.*)
(c.) *original composition?*	(*c.*) }	(*c.*)
Are examples in arithmetic or mathematics—		
(a.) *taken from books.*	(*a.*)	—
(b.) *dictated orally.*	—	(*b.*)
(c.) *set in writing?*	—	—
Is history taught—		
(a.) *by abridgments.*	(*a.*)	—
(b.) *from standard authors.*	—	(*b.*)
(c.) *by oral lectures?*	—	—
Are the following subjects taught—		
(a.) *freehand drawing from the flat or from models.*	No.	Freehand drawing from the flat.
(b.) *colouring?*	No.	—
Are harmony, instrumental music, class singing and solo singing, or any of them taught?	Instrumental music, solo singing.	Instrumental music, solo and class singing.
Subject of instruction—		
(1.) *best fitted, in the opinion of the mistress, for her scholars.*	Writing, arithmetic, grammar, geography, history, natural philosophy, composition, French, music, drawing, are the general subjects of study in my school. Needlework of all kinds is done in the after part of the day.	Geography, history, grammar, reading, writing, and arithmetic.
(2.) *preferred by parents*	Those above named, with the addition of Scripture history.	No information.
Are independent examinations desirable?	The number of my pupils being small, I prefer a private examination by the curate or some efficient friend.	Most certainly.
If so, by what examiners?	No information.	By the Government.
What system of rewards and prizes is in use?	A prize is given to the lady in each class who has obtained the most marks, twice a year, Christmas and Midsummer.	Prizes are given to the highest in the class combined with the best examination.

[continued on p. 602.]

9.	10.	11.	12.
No information.	Nothing.	The alphabet.	No information.
Some from other schools, others too young to have received any instruction.	Principally from home, but sometimes from other schools.	From other schools.	From both.
—	It depends on the kind of instruction either at home or the previous school.	No information.	No information.
Some 6 or 7 years, others only 3 months.	From 6 to 10 years.	Question misunderstood.	No information.
44	40	43	41
27½	30	No information.	25
All above 10 prepare their lessons out of school.	(*a.*) a few. (*c.*) mostly.	(*b.*) boarders.	No information.
No information.	(*a.*) (*b.*) (*c.*)	(*a.*) (*b.*)	(*a.*) (*b.*) (*c.*)
(*a.*)	(*a.*) (*b.*) (*c.*)	(*a.*) (*b.*) (*c.*)	(*a.*) (*b.*) (*c.*)
(*a.*)	(*a.*) (*b.*)	(*a.*)	(*a.*) (*b.*)
No information.	Drawing from the flat and colouring.	Freehand drawing from the flat and colouring.	Freehand drawing from the flat.
Instrumental music and solo singing by private lessons.	Instrumental music.	Instrumental music and solo singing.	Instrumental music and solo singing.
Reading, writing, arithmetic, geography, grammar, and history; also plain needlework.	English literature, geography, grammar, French, arithmetic.	To be thoroughly grounded in their mother tongue, with the addition of accomplishments when the pupil has talent.	Spelling, grammar, arithmetic, geography, history, and general knowledge.
The above, with occasional exceptions, such as music, &c.	Accomplishments principally music and French.	A good English education, with French, German, piano, and drawing, according to the capacity of pupil and position of parent.	Generally left to the judgment of the teacher. Parents only decide about the accomplishments.
I think they would stimulate the pupils.	We do not consider it would make any difference. It might be an advantage in spurring on pupils and teachers.	As a general rule I object to public examinations, owing to the drill system, kept up so long before; another difficulty to be overcome would be the natural reserve and modesty which would be called forth on the appearance of an inspector among young girls unaccustomed to male teachers.	No information.
No information.	By papers sent by examiners on different subjects before each Christmas. After a time perhaps by the examiners themselves when the pupils have become accustomed to exterior examination.		No information.
Prizes distributed at the close of half year.	Half-yearly prizes.	Medal worn daily by the dux of each class, and a book awarded at the end of the session to the most diligent pupil.	They are awarded according to marks in their report books.

[continued on next page.]

[continued from page 590.]

NORTHUMBERLAND.	13.	14.
What, if anything, are the scholars required to know on admission?	Nothing.	Nothing.
Do the scholars come from some other school or from home teaching?	From both.	Mostly from home teaching.
In which case are they better prepared?	From home teaching.	From other schools.
What is the average time pupils remain in the school?	Question misunderstood.	Question misunderstood.
Number of weeks during which the school is at work.	40	40
How many hours a week are the scholars in school?	25	25
Proportion of lessons learnt— (a.) *in school.* (b.) } *out of school* { *with teacher* (c.) } { *without do.*	(c.)	(a.) only a small proportion. (c.)
Are exercises in Latin and modern languages— (a.) *short sentences.* (b.) *continuous passages,* (c.) *original composition?*	(a.) (b.)	(a.) (b.) (c.)
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (c.) *set in writing?*	(a.)	(a.) (b.) (c.)
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures.*	(b.)	(b.)
Are the following objects taught— (a.) *freehand drawing from the flat or from models.* (b.) *colouring.*	Freehand drawing from the flat and colouring.	Lessons in drawing given by the master from the School of Art in all these subjects.
Are harmony, instrumental music, class singing, and solo singing or any of them taught?	Instrumental music.	Instrumental music taught by professors.
Subjects of instruction— (1.) *best fitted, in the opinion of the mistress, for her scholars.*	Reading, history, arithmetic, writing, grammar, geography, English composition, and plain sewing.	Bible instruction, history, geography, grammar, compostion, arithmetic, &c.
(2.) *preferred by parents.*	Reading, writing, arithmetic, music, and fancy needlework.	I believe the above-mentioned subjects are preferred by the parents.
Are independent examinations desirable?	Perhaps so.	I think it would be advantageous to have a public examination.
If so, by what examiners?	I cannot give you any opinion.	I do not feel competent to give an opinion on this subject.
What system of rewards and prizes is in use?	Books are given as prizes once a year to those who have the largest number of good marks in each class for lessons and attendance, and to the pupil who answers best at the examination.	I do not approve of the system of prizes.

[continued on page 603.]

15.	16.	17.	18.
No information.	No information.	Beginners are admitted.	No particular requirements.
From both.	Both.	Both.	Other schools.
No information.	No information.	From school.	From school.
Question misunderstood.	No information.	No information.	Five years.
42	42	43	41
27	24	30	27
No information.	(b.) boarders. (c.) day scholars.	No information.	(c.)
(a.) (b.)	(a.) (b.)	No information.	(a.) (b.) (c.)
(a.) (b.)	(a.) (b.)	(a.) (b.) (c.)	(a.) (b.)
(a.) (b.)	(a.)	(a.) (c.)	(a.) (b.) (c.)
No information.	No information.	No information.	No information.
Instrumental music and solo singing.	Instrumental music.	No information.	No information.
No information.	No information.	Reading, arithmetic, grammar, history, domestic economy, and common things.	Reading, writing, grammar, geography, arithmetic, history, French, music, &c.
No information.	No information.	Reading, writing, arithmetic, and plain needlework.	Those referred to above generally give satisfaction.
No information.	I think it would be an advantage.	I consider that an annual examination would act as a beneficial stimulus on teachers and pupils, and that a report would be regarded by the parents.	No information.
No information.	No information.	No information.	No information.
Prizes are given to those who have the greatest number of marks.	A prize is given when they leave if they behave well.	Marks are given according to proficiency, and a few prizes at the close of the school year.	Books are given as prizes at the Midsummer examination to those who have received the greatest number of good marks.

[continued on next page.]

[continued from page 592.]

NORTHUMBERLAND.	19.	20.
What, if anything, are the scholars required to know on admission?	No information.	No information.
Do the scholars come from some other school or from home teaching?	Both.	Other schools.
In which case are they better prepared?	From home teaching.	No information.
What is the average time pupils remain in the school?	Question misunderstood.	Three to five years.
Number of weeks during which the school is at work.	42	43
How many hours a week are the scholars in school?	25	27
Proportion of lessons learnt— (a.) *in school.* (b.) } *out of* { *with teacher.* (c.) } *school* { *without teacher.*	— — (c.)	No information.
Are exercises in Latin and modern languages— (a.) *short sentences.* (b.) *continuous passages.* (c.) *original composition?*	(a.) — —	No information.
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (c.) *set in writing?*	(a.) — —	No information.
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures?*	(a.) — —	No information.
Are the following subjects taught— (a.) *freehand drawing from the flat or from models.* (b.) *colouring?*	No information.	No information.
Are harmony, instrumental music, class singing, and solo singing, or any of them taught?	No information.	No information.
Subjects of instruction— (1.) *best fitted in the opinion of the mistress for her scholars.* (2.) *preferred by parents*	Spelling, writing, arithmetic, history, grammar, geography, &c. The subjects mentioned above.	No information. No information.
Are independent examinations desirable?	No information.	No information.
If so, by what examiners?	No information.	No information.
What system of rewards and prizes is in use?	No information.	Books are given at Midsummer and Christmas.

[continued on page 603.]

21.	22.	23.	24.
No information.	No information.	Nothing.	No information.
No information.	Both.	Generally from home.	No information.
No information.	Other schools.	From school.	No information.
Question misunderstood.	Question misunderstood.	Question misunderstood.	Question misunderstood.
No information.	45	45	40
27	28	27½	No information.
No information.	No information.	(*c.*)	No information.
No information.	No information.	No information.	No information.
(*a.*) / —	(*c.*)	— / (*e.*)	No information.
(*a.*) / —	(*a.*) / (*c.*)	(*a.*) / —	No information.
No information.	No information.	(*a.*)	No information.
Instrumental music.	Instrumental music.	No information.	No information.
Reading, writing, and arithmetic.	No information.	All calculated to form domestic habits for the middle class.	No information.
Reading and writing.	No information.	No information.	No information.
No information.	No information.	I consider public examinations injurious to girls as encouraging the bold and depressing the timid.	No information.
No information.	No information.	No information.	No information.
No information.	Reward books, according to the number of marks, have hitherto been given, but are going to be discontinued on account of exciting discontent.	Presents of books for attention and progress.	No information.

[continued from page 594.]

NORTHUMBERLAND.	1.		2.		3.		4.		5.		6.	
	School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.	
Subjects.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.
Religious knowledge	42	3	54	..	34	2	52	3	8	1	30	3
Latin	..	..	..	..	..	..	..	..	..	..	..	..
French	42	3	8	2	8	2	10	2	8	1	5	2
German	2	1	..	..	2	..	..	..	..	..	..	..
Arithmetic	42	4	54	4	29	..	46	..	20	3	30	3
Physics	..	..	..	..	..	..	..	..	..	..	27	5
History	42	4	54	4	25	4	33	3	13	1	23	6
Geography	42	4	54	4	18	4	26	2	18	2	25	5
English grammar	42	4	54	4	24	4	33	3	20	3	3	1
English literature	..	..	..	..	..	..	..	..	..	..	24	4
English composition	42	4	..	..	..	..	..	..	13	1	30	6
Reading	42	6	54	4	34	..	52	4	20	3	30	2
Writing	42	2	54	4	34	..	52	2	20	3	15	2
Instrumental music	20	..	12	..	14	..	..	..	13	..	1	1
Vocal music	2	..	..	..	..	..	..	..	..	..	6	1
Drawing	10	..	..	..	17	..	6	1	7	1	..	..
Callisthenics	..	..	..	..	..	..	..	..	..	..	2	1
Dancing	10	..	..	..	..	..	..	..	..	..	30	..
Needlework	..	..	54	..	..	..	52	..	20	..	26	5
Other subjects	..	..	..	..	..	..	..	..	..	..		

[continued.]

NORTHUMBERLAND.	7.		8.		9.		10.		11.		12.	
	School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.	
Subjects.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.
Religious knowledge	36	3	One Bible class weekly.		47	..	Returns too defective to supply any certain information.	No information.	No information.	No information.	No information.	No information.
Latin	No information.	No information.	..	..	..	..						
French			15	3	2	1						
Grammar			..	..	..	..						
Arithmetic			29	4	45	..						
Physics			..	..	..	..						
History			28	3	23	4						
Geography			28	3	23	4						
English grammar			28	3	23	4						
English literature			..	..	10	2						
English composition			..	..	45	2						
Reading			..	..	40	2						
Writing			..	..	10	..						
Instrumental music			14	..	2	..						
Vocal music			..	..	3	..						
Drawing			6	..	..	..						
Callisthenics			..	..	..	..						
Dancing			..	..	..	..						
Needlework			Little children 1 hour daily.		40	..						
Other subjects			..	..	..	..						

[continued over page.]

[continued from page 503.]

NORTHUMBERLAND	13.		14.		15.		16.		17.		18.	
	School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.	
Subjects.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.
Religious knowledge	18	1	No information.	No information.	No information.	No information.	12	3	No information.	No information.	46	3
Latin	..	..					..	..			..	..
French	2	..					2	1			3	1
German	..	..					..	..			..	..
Arithmetic	15	..					11	3			42	3
Physics	..	..					..	..			..	..
History	8	..					10	3			19	3
Geography	6	1					10	3			27	3
English grammar	6	1					10	3			26	3
English literature	..	..					..	..			..	..
English composition	6	1					10	3			10	1
Reading	..	..					23	5			48	5
Writing	16	..					23	5			48	5
Instrumental music	4	..					1	1			13	..
Vocal music	..	..					..	..			..	..
Drawing	2	..					..	..			..	..
Callisthenics	..	..					..	..			..	..
Dancing	..	..					..	..			13	..
Needlework	16	..					18	4			48	..
Other subjects — *Biography*	2	..					..	..			..	..
Other subjects — *Astronomy*	2	..					..	..			..	..
Other subjects — *Mythology*	1	..					..	..			..	..

[continued.]

NORTHUMBERLAND.	19.		20.		21.		22.		23.		24.	
	School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.	
Subjects.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.
Religious knowledge	6	1	14	..	23	3	No information.	No information.	No information.	No information.	No information.	No information.
Latin	..	..	..	..	..	..						
French	1	..	..	..	..	..						
German	..	..	14	..	18	1						
Arithmetic	7	..	..	..	..	..						
Physics	..	..	12	..	7	2						
History	4	2	12	..	4	1						
Geography	6	2	12	..	20	4						
English grammar	7	..	12	..	23	4						
English literature	..	..	12	..	16	2						
English composition	2	..	12	..	26	5						
Reading	17	3	12	..	24	1						
Writing	17	3	12	..	6	..						
Instrumental music	..	..	2	..	..	..						
Vocal music	..	..	..	..	..	..						
Drawing	..	..	..	..	..	..						
Callisthenics	..	..	..	..	..	..						
Dancing	..	..	..	..	..	..						
Needlework	3	..	14	..	28	..						
Other subjects	14	..	..	..	..	..						

NORFOLK.	1.	2.
Average number of scholars for three years.	Day scholars. / Boarders.	Day Scholars. / Boarders.
Total	1 / 26	16 / 16
Under 10	3	Aged from 6 to 18 at the time of inspection.
Between 10 *and* 14	3	
„ 14 *and* 16	8	
Above 16	12	
Occupation of parents	Clergymen, physicians, solicitors, officers, and gentlemen.	Physicians, surgeons, solicitors, gentlemen farmers, and merchants.
Distance from which day scholars come.	The school is for boarders only.	From short distances in the neighbourhood.
Annual fees and payments, from day scholars and boarders.	Under 12. £ s. d. / Above 12. £ s. d.	Under 12. £ s. / Above 12. £ s.
Boarding, laundress, and general school work, including French and German	56 14 0 / 67 4 0	Boarding, laundress, and general school-work, including French, German, drawing, music, and singing	39 18 - without master. 45 3 - with master. / 55 12 - without master. 66 3 - with master.
Italian	6 6 0	Italian	4 4
Latin	4 4 0	Dancing	4 4
Hebrew	6 6 0		
Music	10 10 0		
Harp	8 8 0		
Drawing	6 6 0		
Callisthenics	5 0 0		
Use of piano	1 0 0		
Assistants, their salaries and duties.	No information.	French governess, per annum - 50 0 German governess, - 15*l.* or 20 0 Music master - - 50 0 Drawing master - - 40 0 Dancing mistress - - 30 0
Size of bed-rooms	No information.	No information.
Separate beds	Nearly all.	No.
Discipline of bed-rooms	By silence.	Have not found any discipline necessary.
Playground	16 acres.	About half an acre.
Difficulties experienced by schoolmistress.	No information.	Greatest difficulty is the anxiety of parents for their daughters to be accomplished, and the little regard paid to the more solid branches of education. Another difficulty is that many keep their children at home too long, either allowing them to run wild, or having them partially taught by persons who are not clever.

[continued on page 608.]

3.	4.	5.
Day Scholars. 8 — Boarders. 8	Day Scholars. 9 — Boarders. 21	Boarders. 11
At the time of inspection.	At the time of inspection.	Aged 10 to 15 at the time of inspection.
Clergymen, bankers, solicitors, merchants, engineers, and farmers.	Country gentlemen, professional men, merchants, and tradesmen.	Agriculturists generally.
Greatest distance 200 yards.		Question misunderstood.
52*l.* 10*s.* per annum is the general charge for boarders.	No information.	No information.
Masters for music and drawing give one lesson a week for one guinea a quarter each pupil; German governess teaches German and music, lives in the house, and receives 25*l.* a year; French governess teaches French, lives in the house, and receives 20*l.* a year; English governess for younger children, watches over them, and helps to teach them, lives in the house, and receives 16*l.* a year.	No information.	Teachers for music, French, drawing, and German. Also a general teacher.
Ninety-five cubic feet for 13 persons.	No information.	No information.
Yes.	No.	Separate beds sometimes, never more than two in a bed.
By each bed-room being under the care of one of the governesses, who either sleeps in the room or within hearing.	By love and confidence in the pupils.	By simple punishment for improper behaviour.
A small garden.	Yes.	Garden and orchard.
The changeableness of the parents' views, their want of appreciation of the efforts made for their children's good, and the little value many of them place on good education.	No information.	No information.

[continued on next page.]

NORFOLK.	6.	7.
Average number of scholars for three years.	Day Scholars. 16 — Boarders. 9 — Aged from 5 to 19	Day Sch. 18 — Boarders. 7 — Left Sch. 10
Occupation of parents	Upper-class tradesmen, professional men, and large farmers.	Merchants, farmers, surgeons, and solicitors.
Distance from which day scholars come.	From half a mile to four miles.	None further than two miles; majority under a quarter of a mile.
Annual fees and payments from day scholars and boarders.	Under 8. / Above 8. Boarding, laundress, pew, and general school work, including French — £28 16 0 — £35 2 0 General school work, with French — £4 4 0 — £8 8 0 German — — — £4 4 0 Music — £2 2 0 — £4 4 0 Ditto, with master — £6 6 0 to £8 8 0 Drawing — — — £2 2 0 Dancing — — — £1 1 0 Drilling — £1 10 0 — £1 10 0	£ s. d. General school work 8 8 0 Private tuition 3 3 0 French 4 4 0 German 6 6 0 Italian 4 4 0 Music 6 6 0 Singing 8 8 0 Drawing 3 3 0 Dancing 4 4 0 Use of piano, &c. 2 12 6 Bills highest 56 0 0 Bills lowest 42 0 0
Assistants, their salaries and duties	Foreign governess to teach French and German, with general surveillance in her turn, 20*l.* Music governess, assisting in English lessons and superintendence, 30*l.*	No information.
Size of bed-rooms	About 49,000 cubical feet. There are beds for 17 pupils; only 9 are here at present.	No information.
Separate beds	For those whose health seems to render it advisable. Also for those whose friends wish for it. No extra charge.	Three have separate beds; two have separate rooms.
Discipline of bed-rooms	An assistant teacher sleeps in each room where more than one pupil is placed.	Numbers are so few that none is required.
Playground	A small one behind the house, and a garden about a quarter mile distant.	Only a playroom.
Difficulties experienced by schoolmistress.	The ignorance and unreasonableness of parents, and the want of truthful and honourable principle among the children.	The greatest difficulty is having girls placed under one's care for a year or so, at the age of 14 or 15, with their elementary education neglected. The next is the breaking up of classes from pupils attending drawing and dancing lessons, some at one time, some at another. This makes gaps in their training which cannot be filled up.

[continued on page 610.]

8.			9.		10.	
Day Scholars.	Boarders.	Left School.	Day Scholars.	Boarders.	Day Scholars.	Boarders.
30	6	34	9	12	5	17
—	—	2	6	—	1	—
—	—	8	1	10	2	6
—	—	19	2	2	2	
—	—	5	—	—	—	
Surgeons, lawyers, merchants, builders, &c.			Farmers and tradesmen.		Clergymen, medical, and farmers.	
From the town, some from a mile distant.			Quarter of a mile.		About half a mile.	

	Under 10. £	s.	d.	Above 10. £	s.	d.
Boarding and laundress	21	0	0	23	2	0
General school work	-		-	4	4	0
Private tuition	-		-	8	8	0
French	-		-	2	2	0
German	-		-	2	2	0
Music	-		-	4	4	0
Drawing	-		-	4	4	0
Dancing	-		-	4	4	0
Use of piano	-		-	0	5	0
Bills { average about	-		-	32	10	0
Bills { „	26	0	0			

		£	s.	d.
Boarding, laundress, and general school work	seniors	28	7	0
	juniors	25	4	0
French		4	4	0
Music		4	4	0
Drawing		4	4	0
Dancing		4	0	0
Bills { highest		50	10	6
Bills { average		37	14	0
Bills { lowest		34	7	0

No information respecting general school work—

Extra subjects;—

	£	s.	d.
German	8	8	0
Italian	8	8	0
Music	10	0	0
Drawing	4	4	0
Callisthenics	2	2	0

8.	9.	10.
Music, drawing, and dancing masters for elder pupils.	For English and French classes, music, and singing, (junior pupils), one teacher, 30*l.*	An English and French governess. Professors attend for languages, music, singing, and drawing.
No information.	No information.	No information.
No information.	No.	Not all.
No information.	By monitresses.	By the English teacher.
No information.	No information.	Yes, about 156 ft. square.
Want of encouragement from parents and in attention to the subjects of study in which the pupils are engaged. Irregular attendance, &c.	No information.	None.

[continued from page 604.]

NORFOLK.	1.	2.
What, if anything, are the scholars required to know on admission?	No information.	No stated requirements.
Do the scholars come from some other school or from home teaching?	An equal number from each.	From both.
In which case are they better prepared?	No information.	Difficult to say.
What is the average time pupils remain in the school.	From two to five years.	Some 10 years others from 2 to 3 years.
Number of weeks during which the school is at work.	39 weeks.	42
How many hours a week are the scholars in school?	No information.	30 for regular school work; in addition to which they practise and prepare lessons..
Proportion of lessons learnt— (a.) *in school.* (b.) } *out of* { *with teacher.* (c.) } *school* { *without teacher.*	Most of them under supervision.	The pupils prepare their lessons as they please, all the teachers lending assistance if required.
Are exercises in Latin and modern languages— (a.) *short sentences.* (b.) *continuous passages.* (c.) *original composition.*	(*a.*) for beginners. (*b.*) for more advanced pupils. (*c.*) for first class.	(*a.*) exercises from grammar. (*b.*) translations from some standard work. (*c.*) poetry ditto.
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (c.) *set in writing.*	(*a.*) generally. — —	(*a.*) generally from books. (*b.*) occasionally dictated when the pupils work in class.
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures.*	— (*b.*) —	From standard authors and by promiscuous questions, by dictation, &c.
Are the following subjects taught— (a.) *free-hand drawing from the flat or from models.* (b.) *colouring?*	Perspective from nature, free-hand from models, colouring and water colours.	Drawing is taught by a master assisted by one of the family.
Are harmony, instrumental music, class singing and solo singing, or any of them taught?	Harmony, duetts. Pianoforte and harmonium. Class singing on Dr. Buck's system.	Harmony, instrumental music, class singing, and solo singing.
Subjects of instruction— (1.) *Best fitted, in the opinion of the mistress, for her scholars.*	No information.	Religious instruction, grammar, spelling and derivation, history, geography, astronomy, biography, arithmetic, general knowledge and the accomplishments.
(2.) *preferred by parents*	No information.	Music, French and other accomplishments.
Are independent examinations desirable?	Cannot say.	This question is difficult to answer. I do not think publicity desirable for ladies or for ladies' schools, but I think none but duly qualified persons should be allowed to teach. Examinations for *teachers* are, I think, highly necessary.
If so, by what examiners?	Cannot say.	I should think successful teachers would be the best examiners if they would undertake the office.
What system of rewards and prizes is in use.	Mark books only.	Prizes are awarded for proficiency in particular branches, for general improvement, for good conduct, and for neatness, &c. These are decided by marks.

[continued on p. 612.]

3.	4.	5.
To read and write.	No information.	The rudiments of education.
About equally from each.	Home teaching.	Generally from some other school
From school.	No information.	No information.
School only established 5 years. Some of the early pupils stil remain.	No information.	About five years.
39	39.	38.
31	36.	38.
About half the lessons are learnt or written in school hours, the rest out of school not under supervision.	No information.	Mostly learnt out of school not under supervision.
(*a.*) (*b.*)	(*a.*) (*b.*)	(*a.*) (*b.*)
(*c.*)	(*c.*)	(*c.*)
(*a.*) (*b.*) (*c.*)	(*a.*) (*b.*) (*c.*) } in arithmetic.	(*a.*) arithmetic.
(*a.*) which the pupils read and are then questioned.	(*a.*)	(*a.*)
—	(*b.*) (*c.*)	(*b.*)
Freehand drawing from the flat by a master at the house once a week, freehand drawing from models occasionally, colouring by a master at the house once a week.	No information.	No information.
The piano by a master and mistress twice a week, class singing by a mistress twice a week, solo singing if wished.	All of them.	Instrumental music and solo singing.
The modern languages, geography and history.	No information.	No information.
No information.	No information.	No information.
I believe it would be an advantage to the children that the school should be examined and reported on.	No information.	I do not think it would be any "advantage to have the school examined and publicly reported on by independent examiners," neither would it be at all agreeable to me.
They should come from other places, and should be in the habit of teaching girls.	No information.	No information.
Marks are given for lessons well learnt. These marks are summed up once a year at Christmas, when prizes are given to the highest in each class. Every half-year after examination, prizes are given to the best in each class.	All who have obtained a given number of reward marks during the year are entitled to a prize.	Rewards for industry and application, if accompanied with good conduct.

[continued on next page.]

[continued from p. 606.]

NORFOLK.	6.	7.
What, if anything, are the scholars required to know on admission?	Nothing generally beyond reading.	Nothing.
Do the scholars come from some other school or from home teaching?	From some other school.	About equal in proportion.
In which case are they better prepared?	From school.	From some other school.
What is the average time pupils remain in the school?	Cannot say, school having been only established since January 1865.	Can hardly say, as the school has not been established many years.
Number of weeks during which the school is at work.	40.	39
How many hours a week are the scholars in school?	Day scholars 25, boarders from 36 to 38, including hours for preparing lessons and for music.	25
Proportion of lessons learnt— (a.) *in school.* (b.) *out of school with teacher.* (c.) *out of school without teacher.*	(*a.*) only at brief intervals each day. (*b.*) 1 to 2 hours daily. (*c.*) 1 hour on an average, including practice for music.	They are mostly learnt out of school. A teacher is always present to be referred to in a difficulty, but they are encouraged to prepare their lessons without help.
Are exercises in Latin and modern languages— (a.) *short sentences.* (b.) *continuous passages.* (c.) *original composition?*	(*a.*) (*b.*) (*c.*)	(*a.*) (*b.*)
Are examples in arithmetic or mathematics— (a.) *taken from books.* (b.) *dictated orally.* (c.) *set in writing?*	— — —	(*a.*) (*b.*)
Is history taught— (a.) *by abridgments.* (b.) *from standard authors.* (c.) *by oral lectures?*	Principally by abridgments carefully selected, and not cast in the form of question and answer. Extemporaneous questions are freely asked.	(*a.*) (*b.*) and from conversation and questioning rather than from lectures.
Are the following subjects taught— (a.) *free-hand drawing from the flat or from models.* (b.) *colouring?*	Drawing (except that of maps) has not hitherto received attention owing to the lack of interest felt in it by parents generally.	All drawing pupils are taught at the Government School of Design, and the teaching there embraces all the subjects alluded to.
Are harmony, instrumental music, class singing and solo singing, or any of them taught?	Instrumental music and solo singing by a master and governess.	Harmony is taught when required by music pupils; the pianoforte is taught and solo singing, all individually.
Subjects of instruction— (1.) *best fitted in the opinion of the mistress, for her scholars.*	Such an amount of religious instruction as may influence the conduct, rendering its recipients conscientious in the smallest matters; history, natural science, arithmetic, and composition, are regarded as highly important.	What are generally taught in private schools: geography, history, grammar, &c. &c., with music and French.
(2.) *preferred by parents*	In too many cases the ornamental is far more thought of than the useful.	The above.
Are independent examinations desirable?	Examinations are unquestionably good; how far a public report would be desirble is a matter of doubt. Parents might not like it.	An advantage if the character of the examination did not frighten girls of nervous temperament.
If so, by what examiners?	This would seem to be a matter which should be left to the judgment of the Commissioners.	No information.
What system of rewards and prizes is in use?	Marks are given according to merit, and those who have gained a certain number have prizes, quite irrespective of being first.	None. Occasionally a book is given to any pupil who by extreme regularity of attendance, industry, and general good conduct has set a good example; but there is no competition.

[continued on page 612.]

8.	9.	10.
No information.	Nothing.	Reading, writing, and general information.
Usually from preparatory schools.	Home teaching.	From both.
No information.	From other schools.	Schools.
About 4 years, perhaps 6.	Six years.	Two or three years.
42 or 43.	40	40
Six hours daily.	35	About seven hours daily.
— — General lessons are learnt out of school.	(*a.*) two-thirds. (*b.*) one-third. —	(*a.*) — (*c.*)
— Each in rotation. —	(*a.*) (*b.*) —	(*a.*) (*b.*) —
(*a*) Occasionally. (*c*)	(*a.*) — —	(*a.*) — —
From each according to capacity.	(*a.*) (*b.*) —	(*a.*) — —
Pupils attend a School of Art.	(*a.*)	Free-hand drawing from the flat.
— No information.	(*b.*) Instrumental music, solo singing.	— Instrumental music, solo singing.
Composition, dictation, exercises, ancient and modern history, grammar, syntactically and analytically explained, geography, &c.	No information.	Reading, writing, ciphering, grammar, geography; the modern languages, with music, singing, and drawing; but above all good sound religious instruction.
Writing, arithmetic, and composition, with music and accomplishments generally.	No information.	No information.
Probably not, until the system is in more general use.	No information.	No advantage.
No information.	No information.	No information.
Prizes to each class half-yearly.	Prizes awarded by majority of marks.	By marks.

[continued from page 608.]

NORFOLK.	1.		2.		3.		4.		5.	
	School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.	
Subjects.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject.	1. No. of Scholars learning each Subject.	2. No. of Classes in each Subject
Religious knowledge	26	No information.	No information.	No information.	No information.	No information.	No information.	No information.	No information.	No information.
Latin	4									
French	25									
German	14									
Arithmetic	26									
Physics	..									
History	26									
Geography	26									
English grammar	26									
English literature	..									
English composition	14									
Reading	26									
Writing	26									
Instrumental music	26									
Vocal music	8									
Drawing	12									
Calisthenics	17									
Dancing	..									
Needlework	26									
Other subjects	..									

[continued.]

NORFOLK.	6.		7.		8.		9.		10.	
	School Instruction.		School Instruction.		School Instruction.		School Instruction.		School Instruction.	
Subjects.	1. No. of scholars learning each subject.	2. No. of classes in each subject.	1. No. of scholars learning each subject.	2. No. of classes in each subject.	1. No. of scholars learning each subject.	2. No. of classes in each subject.	1. No. of scholars learning each subject.	2. No. of classes in each subject.	1. No. of scholars learning each subject.	2. No. of classes in each subject.
Religious knowledge	25	3	25	4	36	4	21	4	19	4
Latin	..	..	..	..	..	..	..	..	..	..
French	22	4	15	3	10	2	10	3	19	3
German	2	1	..	..	2	..	..	..	2	1
Arithmetic	25	3	25	4	36	..	21	4	19	4
Physics	18	2	..	..	..	..	..	..	..	..
History	23	4	22	3	30	3	19	4	19	3
Geography	25	3	22	3	36	4	19	4	19	3
English grammar	22	3	25	3	30	..	19	4	19	3
English literature	..	..	7	..	20	2	..	..	..	..
English composition	18	2	14	2	30	3	8	2	13	4
Reading	25	3	25	4	36	..	21	4	19	3
Writing	25	..	25	..	36	..	20	4	19	3
Instrumental music	25	..	20	..	16	..	19	..	19	..
Vocal music	8	..	1	..	..	..	3	..	8	..
Drawing	..	..	4	..	..	..	5	..	3	..
Calisthenics	6	..	..	..	..	..	..	..	4	1
Dancing	8	..	4	..	..	..	5	..	..	..
Needlework	25	..	18	..	36	..	21	..	..	..
Other subjects	..	..	..	..	..	..	..	..	..	..

(G.) *See* page 473.

THE accompanying *time tables are from Haydon Bridge Grammar School and Berwick Corporation Academy. The former is the most amply endowed school, open to middle-class girls, in my whole district. Some such girls attend the school, although the education is confined to the elements. No mention is made of the Friday's work, as in schools of this description it consists of "repetitions." Saturday, as in most Northumberland schools, is a whole holiday.

The Berwick Corporation Academy, though not called an endowed school, is really maintained by a large annual payment out of the town stock, and is in this sense more largely endowed than the Grammar School at Haydon Bridge. It is therefore useful to compare the results of these two schools so far as they affect the education of middle-class girls; for, except that one is a town school and the other a rural school, their general conditions are not dissimilar, a majority of the girls in either school belonging to the labouring classes. But whereas the entire instruction at Haydon Bridge is entrusted to females, at Berwick the female teachers only teach sewing. I consider this a most important point of difference; and I should say that it explains why for sound mental training, as opposed to the teaching of accomplishments, the Corporation Academy is the best school open to girls in my whole district.

* I do not profess to understand the first time table exactly, but I transcribe it as it was delivered to me. It sufficiently shows the low standard of the education given at the school.

GIRLS' SCHOOL, HAYDON BRIDGE.

A.M.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.
8.30 to 8.45	Prayers.							
8.45 to 9.5	Writing		Mon. Wed. Secular reading		Preparing lessons		Reading and spelling.	
9.5 to 9.35	Dictation or writing from memory Mon. Tues. Wed. Thurs.		Geography, writing from memory Tues. Thur.		Repetition of lessons in tables, &c. Tues. Thur.		Preparing lessons.	
9.35 to 10	Geography, grammar		Scripture reading and catechism		Catechism.			
10 to 10.20	Preparing reading lesson		Grammar		Reading and spelling		Writing on slates.	
10.20 to 10.45	Scripture reading		Writing from memory		Writing figures.			
10.45 to 11	Interval of relaxation throughout the school.							
11 to 11.50	Arithmetic Friday. Mental arithmetic, dictation, and collects.		Mon. Wed. Arithmetic and tables Tues. Thur. Dictation.		Writing or dictation		Writing figures.	
11.55 to 12	Books, &c. collected throughout the school.							
P.M.	Needlework and knitting; each class a secular reading lesson.							

BERWICK CORPORATION ACADEMY.—(Mixed School.)

Days.	Class.	Hours, 9 to 10.	Hours, 10 to 11.	Hours, 11 to 12.	Hours, 12 to 1.	Hours, 2 to 3.	Hours, 3 to 4.
Monday	5	Scripture history	English	Arithmetic	Mathematics & sewing	Geography	French.
	4	Do. Do.	Arithmetic	Writing	History	Do.	French and sewing.
	3	Do. Do.	English grammar	Geography	Writing	Arithmetic	Writing and sewing.
	2	Do. Do.	Writing	Hist. and geography	Girls sew; boys out	Writing and spelling	English.
	1	Do. Do.	English	English	Out of school	English	Arithmetic.
Tuesday	5	English grammar	Writing	Drawing	Mathematics & sewing	History	Fr. & sewing, singing.
	4	Do. Do.	Arithmetic	History	Writing	Geography	Do. Do.
	3	History	English grammar	Geography	English	Arithmetic	Writ. & sewing Do.
	2	Arithmetic	English	Hist. and geography	Girls sew; Boys out	English grammar	Singing } Out of
	1	Writing	Do.	Arithmetic	Out of School	Writing and spelling	Do. } school.
Wednesday	5	English grammar	Dictation	Arithmetic	Mathematics & sewing	Geography	German.
	4	Do. Do.	Arithmetic	Geography	History	Spelling	German and sewing.
	3	History	English grammar	Writing	English	Arithmetic	Writing and sewing.
	2	Arithmetic	Writing	Hist. and geography	Girls sew; Boys out	Writing and dictation	English grammar.
	1	Writing	English	English	Out of school	English	Arithmetic.
Thursday	5	English grammar	Writing	Drawing	Mathematics & sewing	History	French, singing.
	4	Do. Do.	Arithmetic	Reading	Writing	Geography	Fr. & sewing, Do.
	3	History	English grammar	Geography	English	Arithmetic	Writ. & sewing, Do.
	2	Arithmetic	English	Hist. and geography	Girls sew: Boys out	English grammar	Singing } Out of
	1	Writing	Do.	Arithmetic	Out of school	Writing and dictation	Do. } school.
Friday	5	English	Drawing	Arithmetic	Mathematics & sewing	Botany	German.
	4	Do.	Arithmetic	Geography	English	History	German and sewing.
	3	History	English	Writing	History	Arithmetic	Writing and sewing.
	2	Arithmetic	Do.	Hist. and geography	Girls sew; Boys out	Writing and dictation	English.
	1	Writing	Do.	English	Out of school	English	Arithmetic.

(H.) *See* pages 262 and 487.

EXAMINATION of GIRLS' SCHOOLS by WRITTEN PAPERS.

The following are the examination papers answered by 23 Northumberland, and three Norfolk schools. Appended to each is a tabulated statement of the pupils' performances in that subject. The schools are arranged in the same order throughout, and are distinguished by the same numbers, but the order is accidental, except that the schools suspected of copying are numbered 16 to 26 inclusive. Numbers 17 and 20 have sent up work so grossly dishonest that the teachers must either have connived at the malpractices of their pupils, or else have been culpably neglectful. I have similar grounds for complaint against the schoolmistresses of the other suspected schools, although the violation of fair dealing has been confined to one or more papers.

For dictation.

In time of summer, when animals are plagued with thirst, a lion and a wild boar came to a little spring to drink. But a dispute having arisen which of them should drink first, and a desperate fight ensuing, the affair seemed likely to end in murder. After they had fought a considerable time, stopping for a short space in order to take breath, they spied some vultures waiting to devour the one which should first fall. This circumstance induced them to dismiss their enmity, saying, "It is better for us to become friends than to be a prey to vultures and crows." The fable shows that it is wiser to put an end to strifes and contentions than to prolong them till they involve both sides in disgrace and ruin.

School.	Numbers.	Age.	Mistakes.
(1)	1	11	5
	2	11	6
	3	10	2
	4	12	4
	5	10	6
	6	11	No mistake, but a word or two omitted.
(2*)	1	—	0
	2	—	5
	3	—	1
	4	—	0
	5	—	2
	6	—	1
(3)	1	—	0
	2	—	3
	3	—	0
	4	—	0
	5	—	3
	6	—	0
	7	—	0
	8	—	0
	9	—	3
	10	—	5
	11	—	7
(4)	1	9	17
	2	11	Every other word.
	3	11	18
	4	10	3
	5	11	5
	6	10	2
(5)	1	12	0
	2	12	2
	3	10	7
	4	12	3
	5	12	2
	6	12	4
	7	9	1
	8	10	7
	9	11	7
	10	11	4
(6)	1	8	19
	2	12	5
	3	11	4
	4	10	6
	5	—	8
	6	10	1
(7)	1	—	7
	2	—	0
	3	—	0
	4	—	5
	5	—	9
	6	—	8

School.	Numbers.	Age.	Mistakes.
(8)	1	13	0
	2	12	2
	3	13	7
	4	12	1
	5	9	7
	6	10	8
	7	12	8
	8	12	3
	9	12	3
	10	14	0
	11	11	3
	12	12	1
(9)	1		10
	2		4
	3		8
	4		7
	5		2
	6		2
	7		0
	8		24
	9		15
	10		17
(10)	1	13	1
	2	12	3
	3	9	12
	4	10	4
	5	13	2
	6	15	0
	7	13	1
(11)	1	9	8
	2	11	2
	3	9	3
	4	12	3
	5	12	4
(12)	1	12	9
	2	9	1
	3	10	7
	4	12	6
	5	11	4
(13)	1	—	2
	2	—	5
	3	—	Between 30 and 40; very bad.
	4	—	Very bad.
(14†)	1	—	4
	2	—	7
	3	—	10
	4	—	2
	5	—	13
	6	—	10
	7	—	12
	8	—	7
	9	—	11
	10	—	19
	11	—	0

* In this school, though the spelling is good, the dictation exercises are imperfect, the children having been evidently too much hurried with their work.

† In general the spelling is very bad, the writing worse, and the want of intelligence worse still.

School.	Numbers.	Age.	Mistakes.
(15)	1	—	2
	2	—	7
	3	—	3
	4	—	5
	5	—	6
	6	—	1
	7	—	1
	8	—	2
	9	—	4
	10	—	7
	11	—	6
(16)	1	—	0
	2	—	0
	3	—	2
(17)	1	12	1
	2	11	0
	3	—	0
	4	12	0
	5	14	0
	6	14	0
(18)	1		0
	2		0
	3		8
	4		Unfinished.
	5		0
	6		1
	7		3
(19)	1		0
	2		4
	3		3
	4		9
	5		4
	6		0
	7		3
	8		6
	9		0
(20)	1	12	0
	2	9	1
	3	12	0
	4	13	0
	5	10	0
(21)	1	—	1
	2	—	0
	3	—	3
	4	—	2
	5	—	0
	6	—	6
	7	—	5
	8	—	1
(22)	1		0
	2		0
(23)	1	11	0
	2	9	14
	3	10	8
	4	12	1
	5	9	10
(24)	1		3
	2		3
	3		4
	4		1
	5		0
(26)	1	16	0
	2	14	0
	3	15	1
	4	16	0

ENGLISH GRAMMAR.

(1.) What do you mean by a noun substantive? Give the rules for the formation of the plural in substantives, with examples and exceptions.

Write down the plural forms of the following words:

Mouse, Penny, Hero, Child, Focus,
Tooth, Shelf, Folio, Phenomenon, Walrus.

(2.) Decline the personal pronoun of the third person, and the possessive pronoun of the first person.

(3.) How is the past (preterite) tense of verbs formed? Give instances.

Write down the preterite and the past participle of the following verbs:
Ring, Strike, Smite, Climb, Glide, Run, Grind, Teach, Clothe, Strew.

(4.) Analyse the following passage, and parse the words printed in italics:

Now *fades* the *glimmering landscape* on the sight,
And all the air a solemn stillness *holds*,
Save where the beetle *wheels* his droning flight,
And drowsy *tinklings lull* the distant *folds*.

(5.) In the simplest form of sentence (proposition) what parts of speech must necessarily be found?

Write down any such sentence and then amplify it so as to introduce an article, adjective, adverb, a preposition followed by a pronoun, and a conjunction.

Explain the effect on the meaning of the original sentence of each part of speech so introduced.

School.	Numbers.	Age.	1	2	3	4	5
(1)	1		*A	B	A	B	A
	2		A	B	A	B	B
	3		A	B	B	B	B
	4		A	B	A	B	A
	5		A	B	B	B	A
	6		A	B	A	B	B
	7		A	B	B	C	B
(2)	1		A	B	B	B	B
	2		B	B	B	B	C
	3		A	C	B	B	C
	4		A	B	B	B	C
	5		A	B	B		
	6		B	B	B	C	C
	7		B	C	C	B	C
(3)	1			A		B	A
	2					B	A
	3		B	B	B		
	4					B	
	5		B		A	B	
	6					B	
(4)	1	12	C				
	2	15	B			C	
	3	15	B			C	
	4	12	B	C			
	5	12	B				
	6	15	B			B	
(5)	1	12	B	B	B	B	
	2	10	B	C	B	B	
	3	13	B	B	A		
	4	12	B	B	A	C	
	5	12	C	B	B	C	
(6)	1	14	A	C	B	C	
	2	11	A	C	B	C	
	3	12	A	B	B	B	
	4	12	A	B	B	C	
	5	12	A	C	B	C	
(7)	1		B	A	B	B	
	2		B	A	B	B	
	3		A	A	A	B	B
	4		A	A	B	C	B
(8)	1		B		B		
	2	14	B		C	B	C
	3		B	C	C	C	C
	4	11	B	C	B	C	C
	5	14	B	C	B	C	C
(9)	1	14	A	A	B	B	A
	2	11	A	A	B	A	A
	3	12	A	A	C	C	A
	4	13	A	B	C		
	5	15	C	A	B	B	B
	6	16	B	C	C		
(10)	1	10	B	C	B		C
	2	9	B	C	B	C	B
	3	15	B	B	B	A	B
	4	14	A	C	B	B	C
	5	15	A	C	B	B	B
	6	15	B	B	A	B	C
	7	12	C	C	B	B	C
	8	12	B	C	B	B	

* The letter A indicates that the question was satisfactorily answered; B that the answer, though not quite satisfactory, deserved some credit; C, that the answer was worthless.

School.	Numbers.	Age.	1	2	3	4	5
(11)	1	14	B	B	A	A	B
	2	13	B		B	C	
	3	15	C		B	B	
(12)	1	12	C	B	B	C	B
	2	9	B	B	A	C	+
	3	10	C	B	C	C	+
	4	12	B	B	B	C	C
	5	11	B	B	B	B	+
(13)	1		C		C		
	2		B	C	B	B	C
	3		C		C		
	4		C		C		
	5		C		C		
	6		C		C		
(14)	1		B		B		
	2		B	B			
	3		C	C	C		
	4		B	B			
	5		C		C		
	6		B	B			
	7		A	A	B	A	
	8		B	A	C		
	9		C	B			
	10		C	B			
(15)	1	—	B	A	A	B	B
	2	—	B	A	B	B	A
	3	—	B	B	B	C	B
	4	—	B	B	C	C	C
	5	—	B	C	C	C	C
	6	—	B		C	C	
(16)	1		A	B	A	A	
	2		A	B	A	A	
	3		A	B	A	A	
(17)	1	12	A	B	B		
	2	11	A	B	B		
	3		A	B	B		
	4	12	A	B	B		
	5	14	A	B	B		
	6	14	A	B	B		

School.	Numbers.	Age.	1	2	3	4	5
(18)	1		A	A	A	B	A
	2		A	B	A	C	
	3		B	B			
	4		C				
	5		B	A	A		
	6		B	B			
	7		B	B			
(19)	1		A	B	B	B	
	2		B	B	B	B	
	3		B	B	B	B	
	4		B	B	B	B	
	5		B	B	B	B	
	6		B	B	B	B	
	7		B	B	B	B	
(20)	1	12	B	C	B	B	C
	2	13	B	C	B	B	C
	3	10	B	C	B	B	C
	4	12	B	C	B	B	C
(22)	1					C	
	2				B		
(23)	1	13	B	A	C	C	C
	2	12	B	A	C	C	C
	3	12	B	A	A	B	C
	4	11	C	A	B	C	C
(24)	1		B	C	B	B	
	2		B		B		
	3		B	B	B	B	C
	4		B	B	B	B	C
	5		B	B	B	B	
	6		A		B		
	7		B	C	B	B	
(25)	1		A	A	A	A	
	2		A	A	A	A	
	3		A	A	A	A	B
	4		A	C	A	A	
	5		B	B	A	B	B
	6		A	A	A	A	B
	7		B	A	A	A	
(26)	1	14		B	B		
	2	15		B	B		

ARITHMETIC.

(1.) Express in figures

(*a.*) One thousand and one.

(*b.*) One hundred million forty thousand seven hundred and six.

In the number 658,457 how many times greater is the value of one 5 than that of the other?

(2.) Multiply 12,345 by 6,789, and divide 536,819,741 by 907.

(3.) Multiply 45*l.* 19*s.* 9½*d.* by 88, and divide 15,942*l.* 16*s.* 6*d.* by 108.

(4.) If the price of 3,000 copies of a book be 4,725*l.*, what sum will the sale of 1,937 copies produce?

(5.) A friend having lent me 1,035*l.* for 45 days, for how many days should I lend him 2,025*l.*, so as to repay the obligation?

(6.) Find, by Practice, the value of 212 cwt. 3 qrs. 14 lbs., at 1*l.* 13*s.* 2*d.* per cwt.

(7.) Add together $\frac{7}{16}$, $\frac{2}{3}$, $\frac{5}{48}$, and $3\frac{19}{24}$.

(8.) Reduce $\frac{5}{9}$ of 1*s.* 6*d.* to the fraction of 10*s.*

(9.) Divide 30 by $\frac{2}{3}$ and by $\frac{3}{2}$, and in each case explain, by some familiar illustration, the meaning of the quotient.

(10.) Convert 8·065 to a vulgar fraction; also divide 8·065 by 2·5 and by ·00025.

(11.) Find the square root of 1521.

(12.) Explain the terms interest and discount. Are they the same in amount for the same sums at the same rates? Give the reasons for your answer.

(13.) Find the amount of 3,050*l.* 10*s.* at 5 per cent. per annum, for 3¼ years, simple interest.

School.	Numbers.	Age.	1.	2	3	4	5	6	7	8	9	10	11	12	13
(1)	1		AA	CC	CA	A	C	C							
	2		*A+	AA	AA										
	3		A+	AA	AD										
	4		C+	AC	CC			C							
	5		AA	AA	AA			A							
	6		AA	AA	AA	A	A	A							B
	7		A+	AA	AA										
(2)	1		A+	AA	AA	A	C	A							
	2		A+	AA	AA	A	A	A							
	3		AA	AA	AA	A									
	4		A+	AA	AA	A	C	A							
	5		A+	AA	AA	A	A	A							
	6		A+	AA	AA	A	C	A							
	7		A+	AA	AA										
(3)	1		CA	AA	AA	C	A								
	2					A	A								
	3		A+		AC	A	A		A					B	
	4			C+	AA										
	5		A+	AC	AA										
	6		A+	AA											
	7		A+	AA	AA	A	A		A					B	
	8		A+	AA	AA										

* Wherever the mark + is used, it is meant that *one* of the *two* sums included in the same question was not attempted.

School.	Numbers.	Age.	1	2	3	4	5	6	7	8	9	10	11	12	13
(4)	1	10	AC	CA	AA										
	2	12	CC	AA	C+	C									
	3	11	AA	AB	AC	C	C								
	4	13	CC	CC	CC										
	5	12	A+	AA	AA	A								C	
	6	12	C+	AA	CA									C	
	7	12	CC	CA	CA										
	8	13	CC	AC	AC	C	C								
	9	13	CC	AC	CA	C									
	10	15	A+	AA	AA	C	A								
	11	15	AC	AA	AA	C	A								
	12	14	C+	AA	AA	C	A								
	13	12	CC	CA	AC	C	C								
	14	15	AC	AA	AA	A	A								
(5)	1	12	C+	CA	CC										
	2	12	CA	AA	AA	A	C	C							
	3	14		AA	CA	B									
	4	13	C+	AA	CA		A								
	5	14	A+	AA	CC	C	A								
(6)	1	11	A+	CA	AA										
	2	15	A+	AA	AA	A	A	C						B	B
	3	12	A+	AA	AC										
	4	12	A+	CA	AA										
	5	14	A+	AA	AA	B	C								
(7)	1		AA	AA											
	2		AA	AA	A+										
	3		AA	AA	AA										
	4		AA	AA	A	A	A	C		A	B			B	B
	5		A+	CA	AA	A	A	C							
	6		AA	AA	CA	A	A	A	A		B			B	B
(8)	1	11	CA	AA	CC	C									
	2		CA	AA	AA	B	C	A						B	B
	3	13	AA	CA	CA	C		A							
	4	12	AA	AA	AA	C		A							
	5	11	CA	AA	CC										
	6			CC	AC	CC									
	7			AC	AC	CC	C								
(9)	1		A+	CA											
	2		AC	AA	AA	A	A		A	A	A			B	
	3		AA	AA											
	4		AA	CA											
	5		AA	AA	AA	A	A	A	A	A	C			C	
	6		AA	AA	AA										
	7		AA	AA	AA										
	8		AA	CA	AA										
	9		AA	AA	AA	A	A								
(10)	1	11	C+	A+											
	2	15	C+	AA	AA		C								
	3	15	A+	AA	AA		C								B
	4	14	C+	AA	AA	A	C				C				C
	5	13	C+	AA	CA										
	6	15	C+	AA	AA		C		C		C				
	7	12	A+	AC	AC				A						C

School.	Numbers.	Age.	1	2	3	4	5	6	7	8	9	10	11	12	13
(11)	1	11		AA		A	A								
	2	15	A+	AA	CA	C	C	A							
	3	13	A+	CA	AA	A	A	A							
	4	12	A+	AA	AA										
	5	13	A+	AA	AA										
(12)	1	15	A+	AA	CA	A	A	A						B	
	2	13	A+	CA	CA	A	A								
	3	14	A+	AA	AA	A	A							B	
(13)	1		C+	CC	AA										
	2		A+	AA											
	3		A+	AA	CA	C									
(14)	1		A+	AA	C										
	2		A+	AA											
	3		CA	AA	C								A		
	4		AA	AA	AA	A	A	A	A				A		C
	5		AA	AA	C										
	6		AA	AA	C										
	7		AA	AA											
	8		AA	AA	AA										
	9		AA	AA	C										
	10		A+	AA											
(15)	1		CC	AA	AA	C	A			A				C	
	2		AA	AA	CA	B	A	B							
	3		A+	AC	CC	C	A								
	4		A+	CA	CA	C	C								
(16)	1		AA	AA	AA	A	A	A							
	2		AA	AA	AA	A	A	A							
	3		AA	AA	AA										
(17)	1		AA	AA											
	2		AA	AA											
	3		AA	AA											
	4		AA	AA	A+										
	5		AA	AA											
(18)	1		A+	A	AA	A	A								A
	2		AC	A	AA	A	A	C							A
	3		AA	A	AA	A	A	C						B	A
	4		AA	A	AA	A	A	C						B	A
	5		A+	A	CA	C	A	C		C				B	A
(19)	1		AC	CC	AA										
	2		AC	CC	AA	C	C	A							
	3		AC	CA	AA	C	C	C							
	4		AC	CC	AA	B	C	A							
	5		CC	AA	BA	C	C	C							
	6		AC	CC	CA	C	C	A	A	A				B	B
(20)	1	10	AC	AA	AA		C								
	2	12	AC	AA	CA		C								
	3	12	AC	A+	CA		C								
	4	9	A+	A+	CA		C								
	5	—				A	C	A							

School.	Numbers.	Age.	1	2	3	4	5	6	7	8	9	10	11	12	13
(21.)	1		AC	AA	AA	C	A								
	2		AC	AA	AA	C	A	A							
	3		AC	CA	AA	C	A	A	C	C	C				B
	4		AC	AA	AA	C	A	A	C	C	C			B	B
	5		AC	AA	AA	C	A	A							
	6		AC	AA	AA	C	A	A							
(22)	1			C											
	2				AA	A	C								
	3					A	C								
	4			AA											
	5							A							
	6			A											
(23)	1	13	AC	AA	AA	C	A	C							
	2	11	C+	AA	AC	C	A	C							
	3	16	CC	AA	CB	B	A	A	C		C				B
	4	14	A+	AA	C	C	A	C							
(24)	1		AA	AA	AA	A	A	A	A	A				B	B
	2		AA	AC	CA	A	A	A							B
	3		AA	AC	CA	A	A	A							B
	4		AA	AA		A									
	5		AA	AA	CA	A	A	A							
	6		AA	AC	CC										
	7		A+	AC	CA										
	8		A+	AA		A									
	9		A+	AC	CA										
	10		A+	AA	CA										
	11		AC	AA	CA										
	12		AA	AA	CA	A	A	A							
(25)	1		AC	AA	AA	A	C	A							
	2		A+	AA	AA										
	3		A+	AA	AA	A	C	A							
	4		A+	AA	A+										
(26)	1	16	A+	AA	AC										
	2	16	A+	AA	AC										

*GEOGRAPHY.

(1.) If I go from Edinburgh to Southampton by sea, what counties do I pass on the coast?

Name them in their order, and give their chief towns.

(2.) Name the principal islands in the Mediterranean, and the countries to which they belong.

(3.) If a telegraph were to be laid by land from Lisbon to St. Petersburg what countries would it pass through, what rivers would it cross, and what towns might be conveniently selected as the most important stations?

(4.) Name the chief mountain ranges and rivers of Asia, and the countries in which they are situated or through which they pass.

* Outline maps without names were allowed.

(5.) Being at Quebec I wish to visit ten of the most important cities in the United States, and to return to Quebec from the westward,—

Which towns should I select, and in what order should I visit them so as to make my journey as short as possible?

What States must I pass through, and what rivers must I see on my journey?

(6.) From what countries do we get tea, coffee, sugar, cotton, wool, flax, timber, hides, corn, gold, silver?

(7.) Explain *latitude, longitude, isthmus, North pole, basin* (of a river).

School.	Numbers.	Age.	1	2	3	4	5	6	7
(1)	1		A	A	C			B	B
	2		A	B	B			B	B
	3		B	A				B	C
	4		A	B	B	B		A	A
	5		B	B	B			B	C
	6		A	B	C			B	B
	7		B	B	C			B	
(2)	1		C	C	C	B		B	
	2		A	B	B	B			
	3		B	B	C	B			
	4		C	B	C	B		B	
	5		B	B	C	B	B	B	B
	6		B	B	B	C	B		
(3)	1		A	B			C	B	B
	2		A	B				B	B
	3		A	B					B
	4		A	B					B
	5		A	B		B		B	
(4)	1	15		B	B			B	C
	2	14		B	C			B	C
	3	15	C	A	B			B	C
	4	15		B	B			B	B
(5)	1	15	A	B	B	A	C		
	2	14	A	B	C	B	C	B	
	3	13	A	B	C	A		C	
	4	14	A	B	C	B		B	A
	5	16	B	B	B	B			
	6	14	A	B	C	B		B	A
(6)	1	11	A	C		B		A	B
	2	12	A	C	C	B		B	B
	3	13	A	C		B		A	C
(7)	1		A	B	B	A	C	B	B
	2		B	B	C			C	
	3		A	B	C	A		A	A
(8)	1	14	A	B	C	B	C	B	C
	2	11	A	B	C	B	C	B	
	3		B	B	C	C	C	C	
	4	11	B	C	C	C	C	C	C
	5		A	A	C	B	C	C	B
	6		A	C	C	C	C	C	B
	7	14	A	B	B	B	C	B	A
(9)	1		A	B	B	B		A	A
	2		A	B	B	B		A	B
	3		B	B	C	B		B	B
	4		B	B	C	B		B	A
	5		C	C	C	B		B	B
(10)	1	10	C					B	
	2	9	B					C	
	3	9	B					C	
	4	11	B					B	
	5	15	C	B	B	A		B	A
	6	14	B	B		A		B	B
	7	15	A	A	C	A		B	A
	8	12	A	B	C	B		B	C
(11)	1	11	B	B	B	C	C	B	B
	2	15	B	B	C	C		B	B
	3	14	A	A	C	B	C	B	A
(12)	1	15	B	B	C	C		B	B
	2	13	B	B	C	C		B	B
	3	14	B	B	B	C		B	B
(13)	1		B	B					
	2		B	B	C	B		B	B
	3		C	C				C	
(14)	1		A	B				A	B
	2		B					C	
	3		A	B				B	
	4		B					C	
	5		B					C	
	6		B					C	
	7		B					B	
	8		B					C	
	9		C					B	
	10		C					B	
	11		A	B				A	A
	12		C					C	
(15)	1		B	B	C	C		B	C
	2		B	B	C	C		B	B
	3		C	C	C	C		B	C
	4		B	C	C	A		B	C
(16)	1		A	A	A	A	B	A	A
	2		A	A	A	A	B	A	A
	3		A	A	A	A		A	A

School.	Numbers.	Age.	1	2	3	4	5	6	7
(17)	1		A	B				A	
	2			B	B	A		A	
	3		A	B	B	A		A	
	4		A	B					
	5			C	All copied like the rest.				
	6		Just the same as the last.						
(18)	1		A	A	A	B	C		
	2		A	B	A	B	B		
	3		A	A	A	A	B		
	4		A	A	A	B	C		
	5		A	A	A	B	B		
(19)	1		A	A	B			A	A
	2		A	A	A	B	B	A	A
	3		A	A	B	B	C	A	B
	4		A	A	B			A	
	5		A	B	B	B	C	A	A
	6		A	B	B	C	C	A	B
(20)	1	12	A	A	B			A	
	2	9	A	B	C			B	
	3	13	A	B	B			A	
	4	10	A	A	B			B	
	5	12	A	B	B			B	
(21)	1		A	A	A	A	B	A	A

School.	Numbers.	Age.	1	2	3	4	5	6	7
(22)	1		A	B	C	Not independent work.			
	2		A	B	C				
	3		A	B	C				
	4		A	B	C				
	5		A	B	C				
	6		A	B	C				
(23)	1	13	B	B	B	A	C	B	A
	2	12	B	A	B	B	C	B	A
	3	11	Useless, copied from the last.						
	4	11	Copied as before.						
	5	12	B	C					Copied.
(24)	1		A	A		A	C	B	C
	2		A	B	B			B	
	3		B	A	B	B		B	C
	4		B	B	B	B		B	C
	5		B	B	C			B	
	6		B	B	C			B	C
(25)	1		A	A	B	A		A	B
	2		A	A	B	A		A	B
	3		A	A	B	B		A	C
	4		A	A		A		A	C
	5		C	B	B	B		A	B
	6		C	A	C	A		A	B
	7		A	B		A		A	C
(26)	1	15			A	A		A	
	2	14						A	B

ENGLISH HISTORY.

(1.) Write down the list of Kings of England of the Norman line with the dates of their accession.

(2.) In what years and in whose reigns were the following battles fought? Mention the localities and the combatants on either side:

Agincourt,	Bosworth,	Flodden,	Poitiers,
Bannockburn,	Camperdown,	Hastings,	Trafalgar,
Blenheim,	Culloden,	Naseby,	Waterloo.

(3.) Give (with dates) the succession of Sovereigns from Henry VII. to James I., stating the relationship of each to his or her predecessor.

(4.) Under what circumstances

(1.) Did Cromwell become Protector?

and (2.) William and Mary succeed to the Crown?

(5.) In whose reigns did the following persons flourish, and for what are they remarkable?

Lord Bacon,	Cranmer,	Sir Thomas More,	Spenser,
Burke,	Dr. Johnson,	Sir Isaac Newton,	Dean Swift,
Caxton,	Ben Jonson,	Pitt,	Sir Walter Scott,
Chaucer,	Milton,	Sir Joshua Reynolds,	Wycliffe.

School.	Numbers.	Age.	1	2	3	4	5
(1)	1		A	B	A	C	C
	2		A	C	A	C	C
	3		A	C	A	B	C
	4		A	C	A	B	C
	5		A	C			C
	6		A	C	B	C	
(2)	1		B	C	B	C	C
	2		B	C	B	C	C
	3		B	C	B	C	C
	4		B	B	B	C	C
	5		B	C	C	C	C
	6		B	C	B		C
	7		B	C	B	C	C
(3)	1		A	B	B	B	C
	2		A		A	A	B
	3		A	C			C
	4		A		A	B	C
	5		A		B		
(4)	1	15	B		A	A	C
	2	14	B		B	B	C
	3	15	B		A	A	C
	4	15	B		B	A	C
(5)	1	14	A	B	B	C	C
	2	15	A	B	B	B	C
	3	14	A	B	B	C	C
	4	14	A	C	B	C	C
	5	14	A	B	A	C	C
(6)	1	11	A	B	A	C	C
	2	12	A	C	A	C	B
	3	13	A	B	A	C	B
(7)	1		A		A	B	
	2				A	C	
	3		B	B	A	C	A
	4		A	B			
	5		A	B	A	B	B
(8)	1	14	A	B	A	C	B
	2		A	B	A	C	B
	3	11	C	B	B	C	
	4	12	A	C			C
	5	15	A	C	C		C
	6						C
	7	11	A	C	B	C	B
	8	14	A	B	A	C	A
	9		A	C	C	C	C

School.	Numbers.	Age.	1	2	3	4	5
(9)	1		A	A	A	C	B
	2		A	A	A	B	A
	3		A	A	A	B	B
	4		A	A	A	C	C
	5		A	B	B		C
(10)	1	10	A	C	B	C	
	2	9	A	C	B		C
	3	11	A	C		C	C
	4	15	A	B	B	B	B
	5	14	A	C	B	B	
	6	15	A	B	A	C	B
	7	13	A	B	A	C	
	8	15	A	C	B		C
	9	12	A	C	A	C	C
(11)	1	13	B	C			C
	2	11	B	C	B		C
	3	14	B	B	A	B	A
(12)	1	15	A	B	A	B	B
	2	13	A	B	B		B
	3	14	A	B	A	B	B
(13)	1		A				C
	2		A	C			
	3		A	C			C
(14)	1		A	C			C
	2		A	B	C		
	3		A	B	A		B
	4		A	B	B		C
	5		A	B	A		C
(15)	1		A	B	B	C	C
	2		A	C	B	C	C
	3		A	C	C		C
	4		A	A	B	B	C
(16)	1		A	B	B	B	
	2		A	B	B	B	
	3		A	B	B	B	
(18)	1		A	C	A		C
	2		A	A	A	B	B
	3		A	B	A	B	B
	4		A	C	A		C
	5		A	A	A		B

School.	Numbers.	Age.	1	2	3	4	5
(19)	1		A	B			B
	2		A	B	B	C	B
	3		A	A	A	B	A
	4		A	B	B	C	A
	5		A	C			B
	6		A	A	B	C	A
	7		B	B			B
(21)	1		A	B	B		B
	2		A	B	A	B	A
	3		A	B			C
	4		A	B	B		C
	5		A	B	B		B
	6		A	B	A	B	B
(22)	1		B			C	B
	2						B
	3						B

School.	Numbers.	Age.	1	2	3	4	5
(23)	1	13	A	C	B	C	C
	2	12	A		A	C	C
	3	11	A	B	A	C	C
	4	11	A	B	A	C	C
	5	12	A		C		
(24)	1		A	B	A	C	B
	2		A	B	A	B	B
	3		A	B	A	C	B
(25)	1		A	A	A	B	A
	2		A	A	A	A	A
	3		A	A	B	B	A
	4		A	A	A	C	B
	5		A	A	A	B	A
	6		A	A	A	C	B
(26)	1	15	A		A		
	2	14	A			B	

FRENCH.

(1.) Compare the usage of the French and English languages in regard of *gender*. Which do you consider the more natural, and the more convenient? Give reasons for your opinion.

(2.) Translate the following sentences into French:

(*a.*) I saw her there.

(*b.*) The two ladies whom I had met yesterday.

(*c.*) Give me some of them for him.

(*d.*) I had just been walking.

(*e.*) What o'clock is it? A quarter to four.

(*f.*) How old is she? Twelve.

(*g.*) Did he know { nothing? / nobody?

(*h.*) I have only twenty pounds.

(*i.*) Charles II. was restored to the Throne on the 29th May 1660.

(3.) Write down the *first person singular* of the following tenses:

Present indicative - - Pouvoir.
Preterite indefinite - - Sortir. Vivre.
Preterite definite - - Devoir. Naître.
Future - - - Valoir. Mourir. Savoir.

(4.) Write down *in full* the following tenses:

Present indicative - - Faire. Choisir. Vouloir.
Future and Preterite definite Retenir.
Imperative Mood - - Aller.
Present subjunctive - - Concevoir.
Imperfect subjunctive - Etre.

School.	Numbers.	Age.	1	2	3	4
(1)	1		A	B	B	C
	2		A	C	C	B
(2)	1		C	B	B	B
	2			B	B	B
	3		C	B	B	
(3)	1		B	A	B	A
(4)	1	13	A	A	A	A
	2	15		B	C	
	3	14		C	C	
(5)	1	14		A	B	B
	2	15	B	A	A	B
	3	14		B	C	C
(6)	1	15	C	C	C	B
(8)	1		B	B	B	A
	2		A	A	A	A
(9)	1		B	C	C	C
	2		B	B	C	C
	3		B	B	D	D
(10)	1	15	B	A	B	B
	2		B	A	B	B
(11)	1	14	B	B	B	A
(14)	1		B	B	C	
	2		C	C		

School.	Numbers.	Age.	1	2	3	4
(15)	1		B	B	C	B
	2		A	B	B	B
(18)	1		B	B	A	B
	2		B	A	B	A
	3		B	B	B	B
	4		A	A	B	A
(19)	1		A	B	B	B
	2		A	B	A	A
	3		A	A	B	B
(23)	1	13	B	A	B	B
	2	16	B	A	A	A
	3	13	C	B	B	C
	4	14	C	C	C	B
(24)	1				B	B
	2				B	B
	3		B	B	B	B
	4		B	B	B	B
	5		A		B	B
	6		B	B	B	B
(25)	1		A	A	A	B
	2		A	A	A	A
	3		B	B	A	B
	4		A	A	A	B
(26)	1	15				A
	2	14				B

(I.) *see* page 518.

Mangnall's Questions.

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The foregoing table of contents will convey some idea of the scope of this popular text-book; but a person, who has never visited a girls' school, must examine the different sections for himself, if he wishes to realize the aim and object of female teaching.

The want of arrangement and the flimsy quality of the knowledge imparted may be illustrated by a few extracts.

Section 1, in the course of 16 pages by no means closely printed and occupied partly by questions, treats of the history of the world from the deluge to the occupation of Rome by the French in 1849.

Grecian and Roman History each take up about 24 pages.

As specimens of the arrangement I give the following questions in their order:—

> "What was the character of the Athenians?
> What was the Neomenia?
> What was the Io Pæan?
> Who was Homer?"—p. 33.

Again, in the same section,

> "What were the Anthesteria?
> What was the Barathrum?
> What was the Lyceum?
> Who was Epaminondas?
> Where stood Pella?"—p. 46.

In the same way, on p. 51, the "fate of Agis, king of Sparta, who lived in "the time of Alexander's successors," follows immediately upon the legend of Leander, "who was attached to Hero, priestess of Venus."

The section on General History comprises 20 pages. It starts with Nimrod. Atahuallpa is about the latest name mentioned. The longest description is that of a Tournament, and among the miscellanies thought worthy of special note are the legend of Scylla and Charybdis, and "a custom prevalent among the Gentoo women."—pp. 54–74.

The following articles, taken at random, will serve as specimens of the biographical sections, which form a large portion of the work:

"*Henry the Eighth*, 1509. He separated from the Roman church, and was excommunicated; took the title of Supreme Head of the Church of England, and dissolved the religious foundations. Calvin and Luther, the reformers, lived. The famous Wolsey exercised unlimited power as prime minister. Henry encouraged the arts and sciences; was cruel and tyrannical; married six wives and beheaded two."—p. 215.

"*Zoilus*, an austere critic and accurate grammarian, whose severe and illiberal criticisms on Homer, Isocrates, and Plato made him generally dreaded."—p. 266.

"*Ovid*, a Latin poet of lively genius; his works are numerous, but his delicacy of sentiment by no means equals the purity of his diction."—p. 269.

"*James Hervey*, born in Northamptonshire, 1714; died, 1758. His piety and amiable character are undisputed, and his 'Meditations among the Tombs' and several other religious works have been much admired, though they abound in turgid declamation and strained fancies."—p. 309.

"*Casaubon*, born at Geneva, 1559; died in England, 1614. He was a learned commentator upon, and editor of, the Latin and Greek authors. His dedication of Polybius to Henry the Fourth is much admired; he published also an edition of the Greek Testament. James the First of England patronized Casaubon, and gave him some ecclesiastical preferment."—p. 383.

"*Zoëga*, an eminent Danish archæologist, born 1775; died, 1809. He resided many years at the court of Rome, and was greatly esteemed by Pius VI. His treatise on Obelisks is still quoted as an authority."—p. 460.

The effects of this style of educational literature may be seen in the examples of answers given in my Report on p. 519. Most of those strange, misspelt accounts of eminent men are attempts to reproduce from memory the undigested knowledge acquired from Mangnall's pages.

It would be tedious to notice the other sections. Those on astronomy and the northern constellations are, from an educational point of view, worse than worthless.

The chapter on the English Constitution contains a sketchy account of various matters which it is useful for every one to know; but the prominence attached to the subject would be more intelligible in a school for training lawyers' clerks than in a girls' school.

Of the historical sections, that containing "Questions on the history of the "Old Testament, chronologically arranged," appears to me the most useful, and, judging from experience, I should think it produced the best results.

Under the head of "Questions on Common Subjects," a great variety of useful matter is given. From the nature of the chapter, no definite order can be followed, and none is attempted. The materials and products of which a description is given are the following, as they are arranged under this section:—

Gold and the other metals and minerals, pearls, olives, train oil, rice, tea, &c., ink, rhubarb, ipecacuanha, Peruvian bark, manna, cantharides, camphor, opium, castor oil, fullers' earth, logwood, ginger, millet, pepper, sponges, tamarinds, parchment, capers, gum-arabic, cinnabar, saffron, hops, malt, indigo, flax, hemp, tow, cork, Indian rubber, cochineal, nutmegs, mace, cloves, cinnamon, ivory, vermicelli, mohair, cotton, sugar, gin, brandy, spermaceti, glass, candles, sealing-wax, paper, soap, tartar, Chinese aloe, mahogany, salt, glue, isinglass, granite, kermes, sago, potash, kali, gamboge, birdlime, guaiacum, putty, turpentine, pounce, emery, ambergris, sulphur, ether, manganese, copal, gunpowder, starch, musk, shagreen, chloroform, iodine, gutta percha, guano, and gun cotton.

The mode of treating educational subjects in girls' schools, for which Mangnall is especially responsible, has produced a little book of questions, with a key to the same, apparently much in use among female teachers. It is entitled Eves' School Examiner.

In the preface of this work it is stated that the "authors, convinced from experience of the utility of these exercises, sincerely believe that by their use infinitely more progress will be made by the pupils, in grammar, history, geography, &c., than by the method usually adopted in imparting instruction in these branches." So long as the education of girls in these particular subjects is confined to a registration on the memory of a number of small facts and uninteresting statistics, this may be true. But I have selected a few of the exercises in question, as specimens, and I leave others to judge whether the mode of teaching encouraged by their use is ever likely to enlarge or enlighten the understandings of pupils, who are prepared only to answer such questions. Some of them no doubt are quite satisfactory in their way; but the random order and pointless character of most give a very fair idea of the general nature of the exercises throughout the book.

Bible History.

By what Roman general was Jerusalem taken and utterly destroyed?
Of what was Stephen accused?
How many persons were baptized on the day of Pentecost?
How many epistles did St. Paul write?
At what feast did Our Saviour close his public ministry?

Geography.

What is said respecting St. Alban's?
Where are the capes Ortegal and Finisterre?
What is the course of the river Euphrates?
Where are the capes Palmas, Three Points, and Formosa?
What peninsula lies north of America?
Name some seas east of Asia.
Name some of the rivers of England that take an easterly course.
Draw a map of Independent Tartary.

English History.

Who was the first Christian monarch among the Saxons?
Against whom did Raleigh head an expedition?
What title was conferred upon Cromwell by his officers?
What did Henry IV. exclaim when he heard that his son was committed to prison?
To whom was Edward IV. married?
Who succeeded Henry VII.?

Describe the cavaliers.
Describe the roundheads.
How had Charles II. lived when in exile?
How many persons were destroyed by the plague?
How many houses were destroyed by the fire of London?
What extent did the ruins occupy after the great fire?

English Grammar.

How many prepositions begin with U?
How is the possessive case singular formed?
From what is the word *indefinite* derived?
To what are *elder* and *eldest* only applied?
Write the past tense indicative of the verbs *to be* and *to have*

Roman History.

How did Virginius gain permission to leave the camp?
After the death of Camillus, with whom did the Romans make war?
How did Decius the younger prove his love for his country?
What was the loss of the Romans after the battle of Cannæ?
What was the Rubicon considered?

How did Agrippina endeavour to kill the emperor Claudius?
What did Fabricius remark when he saw the elephants of Pyrrhus?
What was the fate of Tiberius Gracchus?
How did Cicero escape the vengeance of Catiline?
Did Pompey make sure of the victory at Pharsalia?

SUMMARY MINUTE

ON

ENDOWED GRAMMAR SCHOOLS

IN THE

COUNTIES OF CAMBRIDGE, HUNTINGDON, AND SUFFOLK.

BY

D. C. RICHMOND, Esq.,
ASSISTANT COMMISSIONER.

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SUMMARY MINUTE

ON

ENDOWED GRAMMAR SCHOOLS in the Counties of CAMBRIDGE, HUNTINGDON, and SUFFOLK, visited, chiefly in the Spring of 1866, by D. C. RICHMOND, ESQ., Assistant Commissioner.

I.—*Population and Endowments.*

CAMBRIDGESHIRE.

The population of Cambridgeshire, as ascertained by the Census of 1861, was 176,016; of this number the urban population comprised in the six towns of Cambridge, Ely, March, Newmarket, Whittlesea, and Wisbech amounted to 55,230, leaving 120,786 to rank as rural.

Of the six towns four have grammar schools with endowments yielding an aggregate annual income of about 1,100*l.*, besides three exhibitions of 70*l.* a year at Wisbech School.

For the rural population there is but one grammar foundation, and this on the borders of Suffolk, with an annual income of 60*l.*

These five schools are all that were considered to fall within the scope of this visitation; but though the endowments for secondary education are so remarkably scanty, there are no less than 46 other endowed schools in the county, whose incomes, as returned by the Charity Commissioners in 1837, amounted in the aggregate to 2,000*l.* a year.

HUNTINGDONSHIRE.

The population of Huntingdonshire in 1861 was 64,250, of which 15,019 is assigned to the five towns,—Huntingdon, Godmanchester, Ramsey, St. Ives, and St. Neots, and 49,231 ranks as rural.

Of the five towns, three have grammar school endowments, yielding an aggregate annual income of about 320*l.*, besides one small exhibition.

There is one rural grammar school at Kimbolton with about 230*l.* a year gross.

Besides these four schools there are 17 other endowed schools in the county not falling within the scope of this visitation, with an aggregate income, as returned by the Charity Commissioners in 1830, of 700*l.* a year.

SUFFOLK.

The population of Suffolk in 1861 was 337,070, of which 93,220, comprised in 11 towns, may be classed as urban, and the remaining 243,850 as rural. Of the urban population, 8,071 is comprised in the towns of Beccles and Bungay, which were treated in connexion with the county of Norfolk. They will

therefore be entirely disregarded in the following pages, and the urban population considered to be 85,149.

Of the 11 towns, exclusive of Beccles and Bungay, seven have grammar school endowments, yielding an aggregate annual income of about 1,600*l.*, besides about 200*l.* a year for exhibitions.

There are also 8 rural schools (besides the new college at Framlingham), with an aggregate annual income of about 320*l.*, which were classed by the Charity Commissioners as grammar schools, and which therefore were subjected to this visitation.

In addition to them, six other schools in the county, among which is one proprietary school, were considered to be proper subjects for inquiry, and have been visited accordingly. Of these, two are in towns, and four in country villages.

Besides these schools there are 32 others in the county, with endowments yielding, according to the reports of the Charity Commissioners in 1828–30, nearly 2,000*l.* a year in the aggregate, which were not within the reach of this Commission.

The Albert Memorial College at Framlingham was excepted from my visitation, having been previously made the subject of special inquiry in connexion with the county of Norfolk.

II. *Extent to which the endowed schools are actually educating boys of the upper and middle classes.*

CAMBRIDGESHIRE.

In Cambridgeshire there is no endowed school exclusively appealing to or attended by the upper classes of society. The four town schools are all supported in the main by the middle classes, including some professional men and merchants. They were attended by 181 boys, among whom were 11 boarders. Of the whole number 105 were at the Perse school at Cambridge, the three other schools contributing only 76 among them.

Ratio of middle class scholars to population.

Estimated with reference to the combined population of the four towns in which the schools are situated this attendance is at the rate of 3·9 per 1,000. The attendance of day boys alone is equal to 3·6 per 1,000. On the population of the whole county, the attendance at the endowed middle class schools, boarders included, is in a proportion slightly exceeding one per 1,000.

HUNTINGDONSHIRE.

In the county of Huntingdon, also, there is no distinctly upper class school. Two, viz. those at Huntingdon and Kimbolton, are in the main middle class. They were attended by only 39 boys of whom 13 were boarders. The whole attendance is equal to 7 per 1,000 of the combined population of those places. If day boys alone be reckoned, the proportion becomes 4·7 per 1,000. There were also a few middle class boys forming the first division at Ramsey school. With the addition of these the total attendance of middle class boys, boarders included, was considerably less than one per 1,000 of the county population.

Ratio of middle class scholars to population.

SUFFOLK.

In Suffolk there are two endowments now adapted rather to the upper than the middle class of society. These are the

grammar schools at Ipswich and Bury St. Edmund's, which are high classical schools whose curriculum aims chiefly at preparing boys for the university. They were attended by 62 boarders and 100 day boys. This attendance of day boys is equal to nearly two per 1,000 of the combined population of the two towns. Of the whole 22 schools, including Ipswich and Bury grammar schools, which came under my inspection, 15 either offer instruction of a higher kind than that given at National schools, or at least are attended for the most part by boys of a grade clearly above the lowest. The remaining seven are elementary schools, attended chiefly by sons of labourers and artisans.

Ratio of upper and middle class scholars to population.

To the 15 upper and middle class schools must be added for the present purpose the new college at Framlingham, though it did not come under my inspection. We then have a total of 16 middle class schools in the county, Beccles and Bungay being, as before, disregarded. Of these 16 schools eight are in towns and eight in rural parishes. The eight town schools are situated in Ipswich (two), Bury St. Edmund's (two), Sudbury, Woodbridge, Brandon, and Eye. They were attended by 581 boys, of whom 99 were boarders. This attendance, boarders included, is equal to 8·7 per 1,000 of the total population of the six towns; the day boys alone are equal to 7·1 per 1,000.

The eight rural schools are situated at Framlingham (two), Needham Market, Cavendish, Redgrave, Little Thurlow, Stradbroke and Helmingham (proprietary). On the understanding that there are 300 boarders at Framlingham College, these eight schools were attended by 536 boys of whom 344 were boarders.

Combining the two sets of schools, we have in all 1,117 boys under instruction at endowed upper and middle class schools, of whom 421 are boarders. On the population of the whole county (exclusive of Beccles and Bungay) this attendance, boarders included, is equal to 3·3 per 1,000.

The whole District.

To gather these results together, we have an attendance of boys at the upper and middle class schools reached by this inquiry equal in Cambridgeshire to a proportion slightly exceeding one per 1,000, in Huntingdonshire considerably less than one per 1,000, in Suffolk rather above three per 1,000 of the county population in each case.

Estimated number of upper and middle class boys contrasted with actual scholars.

In an estimate of the number of boys from 8 to 15 years old belonging to the upper and middle classes in this district (Report, vol. 1, Appendix II. pp. 15–27), I have endeavoured to show, that they are equal to about 12 per 1,000 of the total county population. If that estimate be correct, these schools are educating in Cambridgeshire less than nine per cent. of the boys requiring secondary or superior education; in Huntingdonshire less than seven per cent., and in Suffolk nearly 30 per cent.

It may be worth while to exhibit these results more in detail, and with reference rather to the immediate localities in which the several schools are situated; for some of them are not adapted to

meet more than local requirements, and some are even expressly precluded from a wider sphere of action.

In towns having schools.

In the first place, as regards the towns, the work actually being done by the schools attended by the upper and middle classes may be shown briefly in a tabular form, by setting out side by side the estimated number of upper and middle class boys from 8 to 15 years old in each town having an endowed grammar school, and the number of scholars actually receiving instruction in such schools. The estimates are taken from the memorandum above referred to.

Table contrasting estimated number of upper and middle class scholars from 8 to 15 years of age, with actual scholars at endowed schools, in towns.

Town.	Upper and Middle Class Scholars.			
	Estimated Number in Towns.	Actual Number at Endowed Schools.		
		Boarders.	Day Boys.	Total.
CAMBRIDGESHIRE.				
Cambridge	397	—	105	105
Ely	87	4	32	36
March	74	—	18	18
Wisbech	142	7	15	22
	700	11	170	181
HUNTINGDONSHIRE.				
Huntingdon	55	10	6	16
Ramsey	41	3	8	11
	96	13	14	27
SUFFOLK.				
Brandon	29	2	20	22
Bury St. Edmund's (two schools).	217*	27	159	186
Eye	47	—	30	30
Ipswich (two schools)	568	55	173	228
Sudbury	81	—	15	15
Woodbridge	91*	15	85	100
	1,033	99	482	581
Total	1,829	123	666	789

That is to say, in the four Cambridgeshire towns 181 boys are under instruction at the grammar schools out of an estimated number of 700; in the two Huntingdonshire towns 27 out of 96; in the six Suffolk towns 581 out of 1,033. In each case I have included boarders and out-town day boys, although they cannot be said to form part of the local demand; but they may be regarded as a set off-to the number of boys who would, under any circumstances, be sent out to board elsewhere.

* Ascertained from special investigations.

For the calculations on which the estimates I have given are based, I must beg leave to refer to the memorandum from which they are transcribed. That they are not *primâ facie* extravagant, may be gathered from the note intimating that the figures for Bury St. Edmund's and for Woodbridge are drawn from local investigations. The readiest and simplest illustration is furnished by the experience of Woodbridge, where the Grammar School alone was actually attended by 75 upper and middle class boys from the town alone, the population of which is but 4,513.

In rural places.

For the rural population, the provision made by the schools in Cambridgeshire is simply *nil*; in Huntingdonshire there is one school, and in Suffolk there are eight. In their immediate localities, some of them have a respectable, and a few have a full attendance. These last furnish a criterion of what would be the total attendance if schools existed in sufficient numbers, and properly adapted to meet the local demands.

Total extent of the unsupplied demand for secondary education.

After examination into the social condition of every parish in this district, so far as the newest county Directories supply the requisite information, I believe it may safely be affirmed that there are not fewer than 5,000 boys in these three counties, who are in a position to avail themselves of means of secondary or superior instruction, and who are not in attendance at any of the endowed grammar schools.

Less than 1,000 of these I reckon to belong to the families of upper class residents, that is, of those who, as a general rule, can afford to send sons to superior boarding schools. The remaining 4,000, or more, are either, if residing in towns, attending private academies as day scholars, or else are sent to cheap commercial boarding schools, or, if that cannot be afforded, are at primary schools together with the children of the labouring poor, or, lastly, at no school at all.

In other words, if they are being educated at all, they are either receiving an education, for the quality of which almost the sole guarantee within reach of parents of that class is the personal integrity of an irresponsible adventurer, or else they are putting up with teaching confessedly narrower than they require, and by unduly swelling the ranks of the national schools, are exhausting the energies of teachers whose proper function it is to make the most of the few years which the poor man's child is able to devote to education.

Larger supply in Suffolk than in the two other counties.

On a general survey of the statistics of this district, the difference in favour of Suffolk as compared with the other two counties is very marked, and is due, not only to the remarkable scarcity of endowed grammar schools in those counties, but also to the very small amount of work done by the few schools on which the burden of middle class education ought to fall. Of the four Cambridgeshire schools, the Perse School at Cambridge is the only one of considerable dimensions, and it would no doubt expand itself more widely if it were permitted to do so. The other three schools educate on an average about 25 boys each. The Huntingdonshire schools educate on an average about 17 boys each (the elementary portion of Ramsey school being disregarded);

but in Suffolk, the average number of boys to a school is nearly 70, the average being raised very considerably by the numbers at Framlingham College. But even exclusive of that institution the average is still between 54 and 55 boys to a school.

One reservation is necessary in recording these results. There may be some other endowed schools in each county which are now adapted to middle class education, and which would fairly claim a place in any complete analysis of the means for public education of the middle class. But such schools, if indeed they exist, are in all probability not numerous, and are certainly not conspicuous; and it is not likely that they would materially affect the figures. As regards Suffolk especially, I believe I visited and have taken into account every school of a public character, whether in towns or country villages, which can fairly be regarded as middle class, excepting only Framlingham College, which, however, has been reckoned in the preceding calculations, and the schools at Beccles and Bungay which have been treated in connexion with the county of Norfolk.

III.—*Character of the work done by the Schools.*

CAMBRIDGESHIRE.

There is no large endowed boarding school in Cambridgeshire, and therefore almost of necessity no grammar school of high classical character. Three of the four town schools aim at being classical, and distinctly prepare for the university, though the number of pupils they send up is not large.

Perse School.

From the Perse school at Cambridge, indeed, a considerable number of pupils have at one time or another gained mathematical distinctions in the university, and there can be no question that the action of the school is now highly beneficial; but though it teaches Greek, Latin, and mathematics by means of competent scholars, it is distinctly a middle and not an upper-class school, and its character as a place of preparation for the University is due to its situation and to the inducements presented by the University to persons resident in the town, and not to the independent action of the school itself. It is by far the most important school in the county, and is more homogeneous in its elements than most schools, being entirely devoted to the education of boys of the middle class as day scholars. Its sphere is well understood and perfectly defined, and it is now decidedly popular with the townspeople, although this has not always been the case. It provides education for 100 foundationers at 1*l.* per annum, and a few other scholars have lately been admitted at a fee of 5*l.* at entrance and 1*l.* per annum, but the large school room is already filled, and the admission of any considerable number of non-foundationers would only lead to confusion. What would be required to make the school a thorough town and county middle-class school is (1) to abolish the founder's restrictions to Cambridge and two neighbouring villages, the effect of which is to impoverish the school by depriving it of boarders, (2) to build a boarding house, (3) to provide

additional schoolrooms, (4) to impose an adequate capitation fee throughout the school.

At Ely the Dean and Chapter offer an exhibition of 30*l.* to the University, and by providing a distinct choristers' school they have shown a desire to give unity of character to the grammar school, and not to suffer it to be impeded by the incubus, as it was found to be, of a number of young boys whose duties in the cathedral exempted them from much of the regular school work and discipline. But in spite of these encouragements the grammar school cannot be described as a successful institution at present. It has not the exhibitions, the buildings, the boarding accommodation, necessary for a high classical school, whereas its curriculum is adapted to no other character. If, however, any one of the Cambridgeshire schools ought to be a thorough classical school Ely with its Cathedral connection affords the most suitable material. Ely.

At Wisbech the character of the school is to a great extent determined by its 70*l.* exhibitions to Magdalene College, Cambridge; but the age and position of the pupils do not harmonize with the connection so established. Only one boy in the school, and he supporting the double character of schoolboy and assistant master, was of an age suitable for university life, and he was the only possible, though a well qualified, candidate for the exhibition of the year. The other boys were all under 16 years of age; and the feeling on the part of the corporation, who act to some extent as governors of the school, was that a commercial and not a classical school was wanted in the town. The small attendance of day boys (15 in a population of upwards of 9,000) proved that at least in its present form the grammar school is nearly useless to the town. Wisbech.

The school at March was visited at an unfortunate time, shortly after the decease of the head master, but it had never been successfully carried on, and had failed to attract even its full complement of free scholars. March.

In the county of Huntingdon, also, there is no school of high pretension, unless an exception is to be made on this score, for Huntingdon School, which is the most conspicuous instance of wasted opportunities that came under my notice throughout the district. There is a comfortable boarding house, an ample detached schoolroom, a good cricket field, and three masters, two of them graduates of Cambridge and clergymen. With all these advantages there were ten boarders and only six day boys, and the ignorance they displayed sufficiently accounted for the low esteem in which the school is held by the townspeople. Huntingdonshire. Huntingdon.

At Kimbolton school, Latin is taught with some success, and other defects are being made good. It satisfies the wants of the middle class of the place, and by aid of an increasing endowment may become a very valuable institution. Ramsey, from a poor school only, is in a state of transition to one of two departments, to meet the requirements of both the middle and lower classes. Of its success it would be premature to speak. Kimbolton. Ramsey.

SUFFOLK. Suffolk presents more variety, and supplies examples of almost every quality, from the high classical standard of Ipswich to the one boy learning to decipher prescriptions for a druggist at Brandon; or, to speak of purely elementary schools, from the unpretending but orderly infant school at Tuddenham to the 37 county governors and eight neglected boys at Boxford.

Two schools stand out clearly above all the rest as in the main places of preparation for the Universities. They are the Grammar Schools of Queen Elizabeth at Ipswich, and of King Edward the Sixth at Bury St. Edmund's, which alone have any considerable proportion of their scholars above 16 years of age.

Ipswich grammar school. Foremost is Ipswich. In the numbers of its boys and masters, in the completeness of its buildings, in the extent of its connection with the Universities, and in short in all the apparatus and circumstance of a first class grammar school, it is easily distinguishable as the premier school of the district. Numbers alone are wanting to carry it to the front rank among the great schools of the country.

It is worth while to notice what has been the origin of this success. It is of quite recent date, and furnishes a conspicuous instance of wise and far-seeing action on the part of a municipal corporation.

The school had long lain in obscurity; it was described by the Charity Commissioners in 1828, as held in an upper room in a building bought by the corporation, with a large yard used as a playgroun, and the number of 30 free scholars was seldom complete. The buildings, in fact, were wholly inadequate, and there was no considerable endowment from which better ones could be supplied. The town was rapidly increasing in wealth and population; it nearly doubled itself between 1801 and 1831, and has now nearly doubled itself again. A school worthy of the size and importance of the county town became almost a necessity. The corporation, responding to the demand, laid out large sums on the present excellent buildings. Having the appointment of the head master in their hands, they arrange with him that he shall be tenant to them and pay a rent just sufficient to make them a small return on their original outlay. This payment for rent more than absorbs the whole income of the head master from the endowment, and he may be said to start with buildings nearly rent free, and no other aid. The rest is left to him. He has full power over the appointment and dismissal of his assistant masters, and is left uncontrolled, excepting an obligation to admit a certain number of foundation scholars. No attempt is made to give the school a 'commercial' character; its purpose is clearly recognized by all to be the imparting of the highest liberal education, and the interests of the headmaster and of the town are therefore identical.

Good buildings secure able masters; and from its re-opening, first under Dr. Rigaud, now under Dr. Holden, Ipswich school has held a position of eminence and of large public utility.

Bury. Bury school is of a different type. It is one of those old founda-

tions which, without having undergone a process of regeneration and re-construction, have still succeeded in maintaining their university connexion unimpaired. This is due to its exhibitions and to the richness of its general endowment. These have secured for it a series of headmasters of high university distinction, and have enabled it to fill a sphere of appreciable if not very extensive usefulness.

A comparison of the two cases is instructive. Because Ipswich school was poor, and there was little to fight about, it was entirely recast. Bury school, being rich, has maintained its position, but is no longer the leading school in the county.

The inference is inevitable that good new buildings on a convenient site attract aspiring headmasters quite as well as a rich money endowment, and that in the eyes of parents they do more to recommend a school than any other external advantage.

Besides their grammar schools, both Ipswich and Bury have important foundations for the education of the middle class inhabitants.

Ipswich and Bury Commercial Schools.

The Christ's Hospital Schools at Ipswich, and the Guildhall Feoffment Commercial School at Bury, are most useful institutions, and make good provision for the lower stratum of the middle class. At Ipswich the schools are non-classical, and no French nor mathematics beyond arithmetic are taught. At Bury Commercial school Latin is taught to good purpose, though it is not of an advanced kind, and the upper boys know a very fair amount of French, Euclid, and algebra. In fact, this is a very satisfactory school, where the sons of small tradesmen receive a really superior education and at a very moderate cost.

Woodbridge.

Of the other schools in the county that which most calls for notice in the one lately re-opened at Woodbridge. It had previously existed upon an endowment of about 35*l.* a year and in an old and inadequate building in the middle of the town. By an appropriation, under a new scheme sanctioned by the Court of Chancery, of part of the large and increasing income of Seckford's charity, a new school has been built on a suitable site, with good accommodation, and salaries are provided for two masters. When opened in August 1865 there were 80 boys to begin with, in April 1866 there were 90, before the summer was over, 100; and the last accounts (1867) from the school give 110 scholars, of whom 20 are boarders, 75 are sons of residents in Woodbridge, and 15 come from neighbouring parishes as day scholars. This is a striking instance of the readiness of parents in a country town and neighbourhood to pay a moderate fee (in this case 3*l.* or 4*l.*) for a suitable education. At the time when the school was visited Greek was but a nominal study, and there was presented a very hopeful specimen of a new middle-class school. From the fact that there are now 35 boys returned as learning Greek, it would appear that there is some danger of a divergence from what is conceived to be the proper sphere of the school in the direction of high classics.

Sudbury.

With Woodbridge we may contrast the case of Sudbury, where also a new school has been established with by no means similar results. Not that the school is ill taught but ill adapted. A good semi-classical school would be largely attended and highly appreciated. The present school is looked upon as a high church institution with none but Church of England governors in the midst of a town in which many, if not most, of the tradesmen, including the mayor of last year, are dissenters. 15 boys alone were in attendance, out of a population of nearly 7,000.

Brandon. Eye.

At Brandon and Eye, where the attendance of town boys of the middle class presents a fair proportion on the population, the instruction given is far inferior to that of a good national school. Both require changes in the governing body and an infusion of vigour into the management. At Brandon there is but one resident trustee; at Eye two, both tradesmen.

In rural districts there are three hopeful schools of a semi-classical character, though no one of them has attained to such excellence as distinguishes the commercial school at Bury. They

Cavendish, Needham Market, Framlingham.

are situated in large villages, viz., at Cavendish, Needham Market, and Framlingham. The two first mentioned are already in a fairly proficient state, though the usefulness of the school at Needham is not diffused as it might be if the fees for non-foundationers were lower. At Framlingham Sir R. Hitcham's school seems to be only emerging from an unsatisfactory state, and its success is as yet but partial. Its improvement is seriously impeded by the inadequate capabilities of the schoolroom.

Helmingham, Stradbroke.

Two other country schools, somewhat exceptional in character and extremely valuable in the general principle of their organization, call for special remark. They are the two modern middle-class schools at Helmingham and Stradbroke, the one proprietary, the other endowed, which are more particularly referred to in a subsequent paragraph. Both are well appreciated and well attended, and in both the management is active and careful. They give an elementary education of satisfactory quality. At Helmingham some higher subjects are attempted, but without success. At Stradbroke no such attempt is made.

Elementary Schools.

Of the schools founded as grammar schools which have become purely elementary places of education for the labouring classes, those at Cheveley in Cambridgeshire, and Godmanchester in Huntingdonshire are in a satisfactory condition, considering that they are not under Government inspection. In Suffolk, however, no one of the nationalized schools can be said to be in an efficient state, and only one has been under regular Government inspection. Some exception should perhaps be made in favour of the school at Tuddenham, the chief fault of which is that the children are almost entirely infants. Of the rest by far the least unsatisfactory is Annott's school at Lowestoft, which has the smallest endowment, and educates the largest number of scholars of them all. It is under Government inspection, and in receipt of a grant; and if it is described as unsatisfactory, it should be added that this is due to causes beyond the master's control, who, on small means,

in crowded rooms, and with a very irregular attendance on the part of fishermen's sons, still performs the chief part of the education provided in the town.

The condition of most of these elementary schools suggests the most serious misgivings as to the work now being done by the 32 other endowed schools in Suffolk which were not visited, or of the 95 such schools which the three counties of this district contain.

IV.—*Some Points illustrated by the Schools in the District.*

1. The need of cheap middle-class schools in rural districts. Rural middle-class schools.

That there is at present but a scanty supply of such schools is a fact requiring little demonstration. In Cambridgeshire there is but one rural endowed grammar school, viz., that at Cheveley, and it is now no more than an elementary school attended by children of labourers. There is, indeed, a large supply of non-classical endowed schools in the county, which are doubtless attended in part by sons of farmers and others, but no one of them was brought under my notice as being specially adapted to the education of that class, and it may safely be assumed that they are as a body primary schools. In Huntingdonshire, at the time of my visit, Kimbolton school was the only one which could fairly be regarded as a country middle-class school, though since that time a new scheme has come into operation creating an upper department at Ramsey. In Suffolk endowments for grammar schools are widely scattered, but a proper adaptation of a rural endowment to the purposes of secondary education is rare. Cavendish and Needham Market are the most favourable instances. The upper department of Sir Robert Hitcham's school at Framlingham, which was not founded as a grammar school, is also beginning to rise into usefulness. But in most cases the country schools, including those in the small towns, are really no better than elementary schools, and far worse than schools under inspection of the Privy Council.

Few rural endowments applied to middle-class education.

But there is a very strong demand for country middle-class day schools; and the best testimony to this demand is furnished by the success of two such schools in Suffolk which have been established within late years, the first at the small village of Helmingham, about 10 miles north of Ipswich, the second at the larger village of Stradbroke.

Success of newly established middle-class schools at—

"Helmingham Middle-class School" was established in 1853 by Mr. J. Tollemache, M.P., owner of Helmingham Hall, and "is intended" (to quote the prospectus) "to offer a thoroughly "good and cheap education to the sons of farmers and trades-"men," and the subjects of instruction are defined to be "read-"ing, writing, spelling, arithmetic, geography, map-drawing, "English history, grammar and composition, book-keeping, "Euclid, algebra, mensuration, drawing, vocal music (Hullah's "system) and elementary Latin." The school was built at the expense of Mr. Tollemache, on a site given by him, and is still

Helmingham,

partly maintained by an annual payment from him. He is, in *fact*, the owner and manager of the institution, and to him all applications for admission are made. The building originally consisted of one large schoolroom, divided by a curtain into an upper and lower department, and a house for the master's residence; the lower department was, and still is, a mixed national school for the neighbourhood; the upper was to be a district middle-class day school. The two departments were placed under a master and his wife as mistress of the lower school, at a fixed salary. Subsequently it was arranged that the fees should be received by the master, and Mr. Tollemache supplemented his income by a subscription of 80*l.* a year. In the year 1863 it was represented to Mr. Tollemache that it would be for the benefit of the school and of the master if means were provided for the reception of boarders. With the same liberality that had prompted the whole scheme he agreed to build a dormitory, dining-room, and other conveniences, the master submitting to a diminution of 10*l.* a year from the 80*l.* which he then received from Mr. Tollemache by way of rent for the additional buildings. The boarding-house was opened in January 1864, with at first one boarder. The number has since gradually risen, and now (1867) amounts to 24. The dormitory is in fact quite full, and an additional room, in that part of the house which forms the private residence of the the master, has been called into requisition, and contains three boys. The accommodation is good throughout, and each boy has a separate bed.

The terms for boarding, lodging, and washing, are, for boys under eight years of age, 16 guineas a year; between 8 and 12 years, 18 guineas; above 12 years, 19 guineas. The tuition fees, charged alike to boarders and day boys, are, for boys under 12 years of age, 10*s.* 6*d.* a quarter; above 12 years, 15*s.*

The number of day scholars is 26, who are drawn from Helmingham and five neighbouring villages. The aggregate population of the six villages was, in 1861, 2,688, and the attendance of day scholars is, therefore, 10 per thousand on that population. Boys have also at various times attended from more distant villages; the present scholars all reside within four miles of the school.

Stradbroke.

The attendance at Stradbroke School from the village of Stradbroke itself amounts to 11 per thousand of the population, and, in a district very similar to that which lies round Helmingham, the attendance of day boys from surrounding villages is 23. They pay 2*l.*, 3*l.*, or 4*l.* a year, according to age. In fact, the features disclosed in these two cases with reference to the attendance of middle-class day scholars (for both schools are restricted to sons of yeomen, farmers, and tradesmen) are almost identical, and there is no reason to doubt that similar schools in other parts of the county, and in the more populous parts of Cambridgeshire and Huntingdonshire would be equally successful.

Two conditions represented to be necessary to success.

The first conditions of success are represented to be (*a*) that the school should address itself to the middle class only, to the absolute exclusion of the labourers' sons: (*b*) that the tuition fee

should not exceed 3*l.* or at the most 4*l.* a year. On the former of these conditions great stress is laid, chiefly on the ground that the sons of farmers and of labourers are destined to meet in after life in the relations of master and servant, and that their indiscriminate mixture at school would tend to impair the position to be occupied by the master. With reference to the fee, it is desirable to place it at a figure within the reach not only of the smaller farmers but also of a yet poorer class, the small shopkeepers who are found in the larger villages; this latter class forms about one-sixth part of the attendance at Stradbroke.

Such schools not self-supporting.

But however desirable a large number of such schools may be, it seems more than doubtful whether, even if they be once established, they can be self-supporting. Neither at Helmingham nor Stradbroke is this the case, though at Stradbroke it is very nearly so.

Moreover in both instances, the emoluments, supplemented as they are by the union with the middle-class school of a National school under the superintendence of the master's wife, with the aid in the one case of an annual subscription and in the other of a small endowment, still do not procure for the boys an education of so high a character as would be suitable to them.

Course of instruction at Stradbroke.

At Stradbroke the instruction is intended to include "book-keeping, mensuration, geometry, algebra, and drawing," but practically it is confined to elementary subjects, and mathematics are not attempted.

At Helmingham.

At Helmingham the curriculum is more ambitious, but the valuable part of the teaching is not of a higher kind than that at Stradbroke. In the course of an examination of the boys at Helmingham school, which, though private property, was placed entirely at my disposal for inspection, I ascertained that Latin had only been commenced within the current half-year, and was of course quite rudimentary. The Euclid learnt consisted of four propositions only, which had been moderately well prepared by a few boys; while their algebra was, in fact, arithmetic, and instruction in the use of algebraical symbols had not really been attempted. In fact the only real difference between the course pursued at Stradbroke and that at Helmingham, is that at the one higher subjects are not attempted, at the other failure commences at the very point where higher subjects are introduced. At both the elementary instruction appeared to be satisfactory. What has been achieved then in these two instances is that country schools have been established, appealing to the middle classes only, on a basis acceptable to the members of that class, and giving the boys sound elementary instruction. At Stradbroke, where there is no house for the master, it is too much to expect the school to do more. At Helmingham where there is a house and a net profit of about 50*l.* a year from boarders, besides a handsome voluntary payment, I cannot but think the school might fulfil the one requirement not met at present, that of giving sound secondary instruction.

Cost of board and lodging.

2. The minimum cost of boarding and lodging boys in middle-class schools.

Christ's Hospital, Ipswich.

Two instances of very cheap boarding came under my notice. At the Christ's Hospital boarding school in Ipswich 20 boys, from 11 or 12 to 15 years old, are maintained, clothed, and instructed free of all expense to their parents. Apart from his salary, the master receives from the trustees of the charity 300*l.* a year, which is intended to cover the expense of maintenance of himself, his wife, or matron, one servant, and the 20 boys. The clothing of the boys is an extra item. The estimate upon which the allowance is made is—

	£	s.	d.
For maintenance of master, matron, and servant (1*l.* a week) - - - -	52	0	0
For books, stationery, washing, candles, &c. &c. (excluding coals) - -	48	0	0
For maintenance of 20 boys - - -	200	0	0
	300	0	0

It is not contemplated that the master should make any profit on the boarders, nor would it seem to be possible at such rates as these. Indeed the system of making the master, as it were, contract for the maintenance of the boys is adopted as the most economical mode of providing for them. The master informs me that "200*l.* is not quite sufficient to prevent the expenditure exceeding the income," and that the allowance, in fact, falls short to the extent of about 15*l.* a year. The boys are maintained for 45 weeks in the year, and with respect to the quality of the maintenance, an old pupil of the school assured me that the boys enjoy a liberal diet. Meat is provided every day. From the above figures, taking into account the allowance for a servant, and omitting that for books and stationery, I should infer that the actual cost of boarding the 20 boys in a house rent free is as nearly as possible 270*l.* a year, or 13*l.* 10*s.* per boy.

Helmingham.

At Helmingham the master has 24 boarders, paying from 16 to 19 guineas a year, exclusive of tuition fees, and his gross receipts from this source amount to about 450*l.* a year. On this he considers the net profit to be about 56*l.*, or about 2*l.* 6*s.* 8*d.* per boy; which, if he had no rent to pay, would be raised to 2*l.* 15*s.*; that is to say, the cost of maintenance is about 16*l.* 3*s.* per boy, provided no rent has to be paid. The period is 43 weeks in the year.

It would appear, then, that for 43 or 45 weeks in the year the minimum cost of maintaining boys, sons of farmers and small tradesmen, in sufficiency may be taken to range from 13 to 16 guineas per boy.

Fees.

3. The maximum tuition fee which can be charged for day boys in middle-class day schools.

Kimbolton.

At Kimbolton the fee for out town day boys is 8*l.* 8*s.* a year. Although the school is in good repute, and well attended by town boys, who are admitted at a very cheap rate, there were no out town day scholars at all.

At Needham Market the fee for day scholars, other than free boys, is 6*l.* 6*s.* or 8*l.* 8*s.* a year, according to age. There were only seven such scholars, and the fee was assigned as a probable reason why more did not attend. On the other hand, at Cavendish, a village of 1,300 inhabitants, where the fee was 4*l.* 4*s.*, there were 17 paying day scholars besides 15 free boys, some from neighbouring parishes. At Woodbridge the fee for boys above 10 years old is 4*l.* a year, and the attendance includes almost all the possible town scholars, besides 15 from neighbouring parishes. At Stradbroke the fees range from 2*l.* 2*s.* to 4*l.* a year, and at Helmingham from 2*l.* 2*s.* to 3*l.*, and in each case the attendance is as large as can be expected.

Needham Market. Cavendish. Woodbridge. Stradbroke and Helmingham.

From these facts it may be inferred that in small towns and country villages a fee of six or eight guineas is more or less prohibitive to farmers and tradesmen, while 3*l.* or 4*l.* can well be met. At Woodbridge the trustees expressed their conviction that any increase of the 4*l.* fee would be followed at once by a diminution in the number of scholars.

4. Some causes which operate to depress the old grammar schools, and to prevent them from meeting the want of cheap middle-class schools.

Why the old schools do not meet the demand.

(*a.*) The inadequate provisions of the ordinances in force in many schools.

Ordinances.

About half the schools visited in the county of Suffolk are governed either by obsolete charters or Letters Patent of Queen Elizabeth, or more often by the brief, rough and ready, directions of a founder's will or deed; and, to speak generally, the worst schools never have modern schemes of management, though it would be too much to say that a new scheme is always accompanied by a good school. What may be asserted is, that a new scheme is evidence of life and of interest on the part of some persons concerned, while an easy acquiescence in an obsolete code of rules is the too frequent proof of indifference and neglect.

It is one of the most important and most beneficial results of a modern scheme of management that it defines the sphere of action of a school, and endeavours to introduce consistency and harmony into the organization, overriding in effect that often impracticable combination of classical teaching and poor scholars which is prescribed in many deeds of foundation. For want of a new scheme, and from the instability produced by an attempted compliance with conflicting regulations, many schools in this district are drifting purposeless and uncontrolled, depending entirely upon the master whether they shall aspire to become classical schools for the gentry in spite of a limitation or preference in favour of poor boys, or, as is usually the case, shall be content to become mere rivals to the National schools in spite of the classical teaching prescribed in their ordinances.

Trustees.

(*b.*) The defective constitution of bodies of trustees.

In some cases the multitude, in others the scarcity, in a few the entire absence, of trustees or governors leads in each case to a like want of real and active supervision.

Boxford. At the village of Boxford, in Suffolk, there are 37 governors of the school, to administer an income from endowment of about 40*l.* a year, and supervise the instruction of (nominally) eight poor boys. Practically three governors form the usual quorum, and the boys mustered for examination were five.

Lavenham. At Lavenham, an elementary school, endowed with 20*l.* a year, the trustees are 17 in number, and the master is left practically free from support or restraint.

Brandon. Eye. On the other hand, at Brandon there are but two trustees, one of them not resident in the neighbourhood. It may be mentioned by the way, that the last appointment of new trustees in 1855 cost nearly 70*l.*, absorbing nearly two years' income of the trust. At Eye there are three trustees, of whom two tradesmen alone are resident. Their occupation is confined to keeping very accurate account of the 40*l.* annually received from the endowment. In neither case is the school work ever tested.

Redgrave, Little Thurlow. At Redgrave and at Little Thurlow there are no trustees at all, and in the former case the mastership has been for the last quarter of a century a sinecure.

March. Again, at March, in Cambridgeshire, most of the trustees are not of sufficiently high standing and education to discharge their

Wisbech. duties properly, and at Wisbech it is a question whether any governing authority exists, and what body has the right of appointing the master. It follows that there is no spirit of co-operation between the master and the town authorities, and the school dwindles for want of effective support and of adaptation to the wishes of the people.

Masters.

(*c.*) The want of any ready and natural means for removing inefficient and pensioning superannuated masters.

This want is partly traceable to the defects (1) and (2) already referred to. Partly it is unavoidable, by reason of the smallness of many endowments and the want of any superannuation fund.

Among the schools visited in Suffolk, at one the master does no work whatever, and indeed never has during the quarter of century for which he has held the post, but supports an easy old age in the comfortable schoolhouse; at another he was almost helpless from age and paralysis; at a third he was honest enough to declare that he was no longer fit for work; at a fourth he was deaf; while at three others he was no longer in the prime of life, and languishing under his work.

At Huntingdon the master has been 44 years at his post, and the unanimous desire of an educated and intelligent body of trustees to see the school placed under a new master is fruitless, nor can it be expected to be otherwise. Neither are the trustees

to blame if they fail to displace under the powers conferred by their new scheme a master appointed long before that scheme was introduced; nor can the master be expected to vacate the house and home which he has so long occupied, unless some suitable compensation be offered to him.

In fact, in no one of these cases is there any probability of a vacancy in the mastership except by death.

What seems to be most desirable is that there should be some self-adjusting means for relieving schools of the encumbrance of a worn-out master, for even if an express power of removal by special resolution is given to trustees by their ordinances, such a power will not be readily employed against an aged master, unless funds exist for the payment of an adequate pension. Nevertheless few men are fit to remain schoolmasters after they have passed the prime of life.

A more difficult matter would be to meet the case, not a rare one, of a master who may be neither old nor inefficient, and who is therefore not a fit subject for a pension, if one could be granted, but who is, whether by his own fault or that of his neighbours, unacceptable to his fellow-townspeople, or to a large section of them.

(*d.*) The need of some organizing authority. Organization.

The want of funds applicable or convertible to educational purposes may render it a matter of extreme difficulty to bring about the establishment of a middle-class school in a town in which there is no endowment. But there is a much easier task which might be undertaken in places where such endowments exist, but are either misdirected or imperfectly developed. For example, Ipswich and Bury present on the whole very favourable instances of educational endowment. At Ipswich the Grammar School provides for the upper and upper middle classes of the town, who avail themselves of it to the extent of about 65 boys, which is probably a fair number in a seafaring and trading community. Besides the Grammar School there is the Christ's Hospital Foundation, now consisting of a boarding and a day school under distinct masters, and on sites altogether apart from one another. The expenditure on the two departments from endowment is nearly 850*l.* a year, of which about 600*l.* is absorbed by the boarding school for the benefit of 20 boys only, who are clothed, fed, and educated gratuitously. The class of pupils is the lower middle, and the schools do good work for that class. But between the Grammar School and Christ's Hospital, neither of which is suited to the wants of the majority of the better tradesmen, there is no public means of education, and the need is supplied by private schools. On 20 boarders, who might as well live at their homes in Ipswich and attend a day school, the 600*l.* a year is almost wasted, while by a different adaptation of the whole income, provision might well be made for a superior commercial school, without in any degree impairing the efficiency of the work done in the existing schools. Ipswich.

Bury St. Edmunds.

At Bury, too, the Grammar School is attended by 35 day boys belonging to the upper and upper middle classes. The lower middle-class boys receive an excellent education at the Guildhall Commercial School; but the ground lying between that covered by the Grammar and the Commercial School is occupied by private schools only, and to them the better tradespeople chiefly send their sons. An intermediate public school, either in connexion with the Grammar School, or more suitably in the form of a higher department of the existing Commercial School, with accommodation for boarders, would complete the educational system of Bury. Perhaps the expense of establishment might be met from the revenues of the "Guildhall Feoffment," which has already produced the commercial and poor schools from its surplus revenues; when once established it would probably be self-supporting.

Lowestoft.

Lowestoft is at present absolutely destitute of means of secondary instruction. A private school had been in existence there for some time before my visit, but had just been closed, and with it disappeared the last chance for the inhabitants of obtaining a commercial education in the town. The two endowed grammar schools are now entirely elementary, but Wilde's endowment, which is at present of no real benefit, might be made available for a middle-class school, and funds for erecting a suitable building might be obtained, probably, by a sale of the present site and buildings. But this will not be done unless an impulse be received from without.

Useless schools.

Authority also is urgently required for abolishing, fusing, or transforming such institutions as those at Boxford, Brandon, Eye, Gislingham, Lavenham, Redgrave, and Little Thurlow, all of which are in their present isolated form either useless, misdirected, or positively injurious, but which if dealt with by a strong hand from without might become effective instruments in some general scheme of education.

Subjoined is a table containing all the endowed schools visited by me in this district, and intended to illustrate some of the points adverted to in the foregoing pages.

TABLE of SCHOOLS in COUNTIES of CAMBRIDGE, HUNTINGDON, and SUFFOLK, illustrating—

(I.) The Management of the Trust.
(II.) The Sphere of Action of the School.
(III.) The Character of the Work done.

	(I.)			(II.)			(III.)	
	Ordinances now in force.	Composition of Governing Body.	Endowment (Net.)	Scholars.	Social Classes to which Day Scholars belong.	Proportion per 1,000 of Day Scholars to Population in Towns.	Instruction given, and its Quality.	General Remarks.
CAMBRIDGESHIRE.								
Cambridge	Decree, 1841	Master and senior fellows of Caius College.	£ 563	105	Middle and lower middle.	4	Classics under new head master improving. Mathematics very fair. No modern languages.	Number of boys restricted by Statute. School very beneficial in its action. Head master, M.A., Cantab., and first classman in classics.
Cheveley	Scheme, 1854	Rector and churchwardens, and 12 noblemen and gentlemen.	73	61	Lower	—	Elementary subjects satisfactory.	Not attended by middle-class boys.
Ely	Statutes, Charles II.	Dean and chapter	400	36	Upper and middle	4·3	Classics moderately good. Mathematics inferior. French fair.	Head master, M.A. Cantab. Wrangler and second classman in classics. A separate choristersschool, containing 30 boys.
March	Scheme, 1851	Rector and churchwardens and 12 townsmen.	57	18	Middle	5·0	Latin small. Algebra of a few good. Elementary subjects fair.	School not popular under late master. Number of free scholars not filled. Hitherto of very limited usefulness.
Wisbech	Charter, Charles II.	Partly corporation; partly charity trustees.	119*	22	Middle	1·6	Classics fair. Mathematics good. Elementary subjects fair.	Master, M.A. Oxon., appointed in 1831. School not popular in the town. Disadvantages of divided governing authority.
HUNTINGDONSHIRE.								
Godmanchester	Scheme, 1849	Vicar and 14 noblemen and gentlemen.	24	54	Lower	—	Elementary subjects satisfactory.	Not attended by middle-class boys.
Huntingdon	Scheme, 1863	One nobleman and 14 gentlemen, with three clergymen, ex officio.	100†	16	Upper and middle	1·5	Latin bad. Mathematics bad. Elementary subjects moderately good.	Head Master, M.A. Cantab., appointed in 1823. Great discontent in the town at the inefficiency of the school.

* Besides 3 Exhibitions of 70*l.* a year.

† Besides an Exhibition of 17*l.* a year.

Table of Schools in Counties of Cambridge, Huntingdon, and Suffolk—*continued.*

	(I.)			(II.)			(III.)	
	Ordinances now in force.	Composition of Governing Body.	Endowment (Net.)	Scholars.	Social Classes to which Day Scholars belong.	Proportion per 1,000 of Day Scholars to Population in Towns.	Instruction given, and its Quality.	General Remarks.
HUNTINGDONSHIRE—*cont.*			£					
Kimbolton	Trustees orders, 1639 and 1678.	Four noblemen and nine gentlemen.	169	23	Middle	—	Latin very fair. Mathematics small. Elementary subjects imperfect.	School in promising condition. Trustees satisfied and interested. Master, M.A. Cantab.
Ramsey	Scheme, 1866	Seven inhabitants	150	80	Middle and lower	—	Latin very small. Elementary subjects fair.	School in a state of transition by new scheme creating upper and lower departments. Master, B.A., Dublin.
SUFFOLK:								
Barking and Needham Market.	Founder's will, 1632	Three clergymen and 13 townspeople and neighbours.	60	34	Middle and lower	—	Latin and mathematics small, but carefully taught.	Master, M.A. Cantab. A capitation fee required to supplement the endowment.
Boxford	Charter of Queen Elizabeth.	37 county gentlemen	40	8	Lower	—	Elementary subjects bad.	Master, a clergyman, aged and paralytic. Trustees mostly take no part. School useless.
Brandon	Founder's will, 1646	Two clergymen (one non-resident).	50	22	Middle and lower	8·1	Elementary subjects unsatisfactory.	School under no supervision or examination. Of little or no use in its present condition.
Bury St. Edmund's (Grammar Sch.)	Statutes of Governors, 1855.	16 gentlemen	644*	62	Upper and upper middle.	2·6	Classics and mathematics good, but unequal. Modern languages and English subjects.	Head master M.A. Cantab. and first classman in classics. School for upper rather than middle class. Nearly half the boys are boarders.
Bury St. Edmund's (Commercial Sch.)	Scheme 1865	28 clergymen and gentlemen.	320	124	Lower middle	9·3 (11·9)	Easy Latin, Mathematics, and French, good.	Not attended by wealthier tradesmen. A very useful school.
Cavendish	Scheme, 1862 (not acted upon).	Rector and six inhabitants.	80	41	Middle and lower middle.	—	Latin and mathematics small. Elementary subjects fairly good.	Management active. School beneficial to the neighbourhood.
Debenham	Act of Parliament, 1862.	Master and fellows of Pembroke College, Cambridge.	125	84	Middle and lower	—	Elementary subjects inferior.	School lately inspected by Her Majesty's inspector for the first time.

* Partly for Exhibitions.

Table of Schools in Counties of Cambridge, Huntingdon, and Suffolk—*continued.*

	(I.)			(II.)			(III.)	
	Ordinances now in force.	Composition of Governing Body.	Endowment (Net.)	Scholars.	Social Classes to which Day Scholars belong.	Proportion per 1,000 of Day Scholars to Population in Towns.	Instruction given, and its Quality.	General Remarks.
SUFFOLK—*cont.*			£					
Eye	Will of benefactor, 1593.	Two tradesmen (and another non-resident trustee).	40	30	Middle	12·3	Elementary subjects bad.	No supervision or examination. Of little or no use in its present condition. Master, a clergyman.
Framlingham, Sir R. Hitcham's school, upper dept.	Act of Parliament, 1862.	Master and fellows of Pembroke College, Cambridge.	200	40	Middle and lower	—	Latin and mathematics small. Elementary subjects poor.	Master, B. A. Oxon. A lower school of 60 boys under second master.
Gislingham	Founder's will, 1636	Rector and two inhabitants.	17	9	Lower	—	Elementary subjects poor.	Master old and about to resign through infirmity. School of little benefit in its present form.
Ipswich (Grammar Sch.)	Statutes of governors, 1850.	Corporation	109*	100	Upper and middle	1·7 } 5·0	Classics very good. Mathematics and modern languages very fair. Separate modern department.	Head master, LL.D. Cantab. and senior classic. School rather for upper than middle class. About one-third of the boys are boarders.
„ (Christ's Hospital.)	Scheme 1857	Trustees of Municipal Charities.	835	128	Lower middle	3·3 } 5·0	Elementary subjects good.	A boarding school for 20 free boys, fed and clothed gratuitously. A separate day school. Distinct masters.
Lavenham	Will of benefactor, 1699.	24 gentlemen of neighbourhood.	20	33	Middle and lower	—	Reading, writing, and arithmetic indifferent. No other subjects attempted.	Master deaf. School starved. Of little or no use in its present condition.
Lowestoft (Arnott's)	Founder's deed, 1571	Vicar and churchwardens.	12	130	Lower	19	Elementary subjects poor.	School under Government inspection.
„ (Wilde's)	Order of Ch. Com., 1857.	Vicar and churchwardens, and 11 inhabitants.	125	80	Lower	19	Elementary subjects poor.	School not under inspection. Endowment injurious.

* Besides 147*l.* for exhibitions.

Table of Schools in Counties of Cambridge, Huntingdon, and Suffolk—*continued.*

	(I.)			(II.)			(III.)	
	Ordinances now in force.	Composition of Governing Body.	Endowment (Net.)	Scholars.	Social Classes to which Day Scholars belong.	Proportion per 1,000 of Day Scholars to Population in Town.	Instruction given, and its Quality.	General Remarks.
SUFFOLK—*cont.*			£					
Redgrave - - (Botesdale School.)	Letters Patent of Queen Elizabeth.	None - -	24	6	Middle - -	—	- - -	Master aged and infirm; occupies house and garden; and sends the six free boys to a private school. He has never taught personally.
Stradbroke - - (Upper Sch.)	Arrangement, 1863 -	Committee of clergy, churchwardens, and gentlemen, eight in all.	28	40	Middle - - -	—	Elementary subjects only. Satisfactory.	School well attended by middle class of neighbourhood. Master certificated.
Sudbury - -	Scheme, 1858 -	Two clergymen & mayor ex off., with 13 residents.	*	15	Upper and middle	2·1	Classics very fair. Mathematics small. Elementary subjects imperfect.	School lately re-opened. Master, B.A. Cantab. and clergyman. School not acceptable to dissenters, and ill-supported by townspeople.
Little Thurlow -	Founder's will, 1618	None - - -	30	25	Middle and lower	—	Elementary subjects poor.	Number of free boys, who may be appointed from any village in Suffolk, not complete, in default of application for admission.
Tuddenham - -	Founder's will, 1723	Rector and churchwardens.	50	60	Lower - -	—	Elementary subjects satisfactory.	A mixed parochial school, attended chiefly by infants, not under inspection.
Woodbridge - -	Scheme, 1861 -	Incumbent and churchwardens of St. Mary's, and six residents.	390	100	Upper and middle	16·6 (out town boys omitted.)	Latin promising. Mathematics imperfect. Generally improving.	Head master, LL.D. School lately re-opened, and well attended by townspeople.

* Income absorbed by a mortgage debt incurred for new buildings.

SUMMARY MINUTE

ON

ENDOWED GRAMMAR SCHOOLS

IN

BEDFORDSHIRE, CHESHIRE, AND DERBYSHIRE.

BY

R. S. WRIGHT, Esq.
ASSISTANT COMMISSIONER.

MY LORDS AND GENTLEMEN,

I BEG leave to submit to you the following summary minute on those grammar-schools of Bedfordshire, Cheshire, and Derbyshire, which were visited and reported on by me, according to your instructions, in March, April, May, and June 1866. It is addressed to three points;

A. The present amount and application of the funds:

B. The extent and result of observance of founders' intentions in these schools:

C. Evidence or suggestions afforded by these schools on particular questions of organization.

I have the honour to be,
My Lords and Gentlemen,
Your most obedient servant,
R. S. WRIGHT,
Assistant Commissioner.

2, Cloisters, Temple,
Sept. 25, 1866.

A.

Cheshire (exclusive of Chester) with a population (in 1861) of 474,318 has 24 grammar-schools by reputation or foundation, with endowments of the aggregate annual value of about 3,200*l.* In these 24 schools 1,560 children (including 66 boarders and 120 girls) are educated, nearly a half being of the labouring classes. Cheshire.

The following table shows in the case of each school,

a. Whether there has been any new scheme.

b. The population (in round numbers) within a radius of three miles, calculated from the census of 1861, from the Post-office Directory, and from local estimates. Where two circles overlap, as those of Nantwich and Acton, that part of the population is divided between the two.

c. The predominant character of the population within the radius.

d. The approximate annual value of the endowments, including any lands or gardens in the free occupation of the master but not the value of the school-house or the dwelling-house.

e. The average number of scholars actually in attendance, as distinguished from those on the books. The difference between these two numbers varies from 5 to 30 and even 40 per cent. on the higher number.

f. The ordinary limits of age.

g. The annual fees paid by day-scholars.

h. The number and qualifications of the regular masters, as distinguished from occasional masters.

i. The average annual cost of the education given to day-boys including both the fees paid by them and the endowment but not the value of the buildings, or the value of unpaid management.*

j. The classes of subjects really taught, however imperfectly as distinguished from the subjects professed but not in fact taught. This column represents summarily the results of inspection in April, May, and June, 1866.

k. Particular results of the education in university, competitive and middle-class examinations.

The cathedral school at Chester was specially excluded from this visitation. The school at Lymm was not discovered till after the visitation had been concluded.

The schools in division A. are those in which (or in the principal department of which) classics are the principal subject, and that which the head master is primarily chosen to teach: those in division B. are schools of a secondary kind, the scholars being chiefly of the farming or lower trading classes, and the education mainly commercial: those in division C. are in effect nationalized or parish schools: but in a few cases these distinctions are not clearly marked.

* In the calculation of this average the total of day boys in attendance whether paying or free, has been taken as the divisor.

CHESHIRE.	A. Whether any new scheme.	B. Estimated population within three miles in 1861.	C. Character of the population.	D. Value of the Endowment per annum (approximate.)	E. Number of Scholars in attendance.	F. Ages.	G. Fees for day boys.	H. Number and qualifications of regular masters.	I. Average cost of education of day boys per annum.	J. Subjects really taught, and with what success: *a.* in English subjects. *b.* Modern languages. *c.* Classics.	K. Particular results *a.* Scholarships, University prizes, first or second classes, Civil Service. *b.* Middle-class examinations.
A.											
Macclesfield— Grammar School	Scheme, 1854	50,000	Manufacturing	800*l.*	66 (including 13 boarders.)	9–16	6*l.* 6*s.*	3, all with degrees.	18*l.* 5*s.*	*a* & *c*, very well *b*, a little.	16 (*a*) in 10 years.
Modern School				400*l.*	112	9–15	4*l.* 4*s.*	3, of whom 2 are trained & certificated.	7*l.* 15*s.*	*a*, well *b*, a little.	12 (*b*) in 2 years.
Sandbach	Scheme, 1848	6,000	Chiefly agricultural; some manufacturing.	200*l.*	83 (including 47 boarders.)	9–15	2*l.* natives; 10*l.* strangers.	4, of whom the head-master to be in orders and B.A.	7*l.*	*a* & *b*, very well *c*, not so successfully.	
Stockport Upper	Scheme, 1860	70,000 in Cheshire	Manufacturing	306*l.*	130	9–15	6*l.*–4*l.*	5, of whom the head-master to be in orders and B.A.	6*l.* 8*s.*	*a*, *b*, & *c*, all good, but not far advanced. *a* & *b*, ditto.	4 or 5 (*b*) a year.
Lower					50	9–14	4*l.*–3*l.*				
B.											
Acton	None	1,000	Chiefly agricultural.	30*l.*	40	9–15	3*l.* 3*s.*–4*l.* 4*s.*	1, untrained; late of national school.	4*l.* 10*s.*	*a*, average *b* & *c*, nominal.	
Audlem	None	2,000	Agricultural	40*l.*	Closed for a time	—	—	—	—	—	
Bunbury	None	3,500	Agricultural	50*l.*	110 (including 6 boarders and about 50 sons of labourers.)	9–14½	2*d.* a week –15*s.* a quarter.	1 trained and certificated; 2 pupil teachers.	1*l.* 10*s.* (?)	*a*, very well *c*, a little.	
Congleton	None	13,000	Chiefly manufacturing.	24*l.*	48	6–12	4*l.* 4*s.*	1, with degree and orders.	4*l.* 10*s.*	*a*, average *c*, a little.	
Halton	None	12,000	Chiefly agricultural	40*l.*	95 (of whom about half are sons of labourers).	6–15	3*d.* a week–4*l.* 4*s.*	2 trained, and 1 assistant.	2*l.* 8*s.*	*a*, well: *b* & *c*, a little.	
Knutsford	Scheme, 1856	4,500	Chiefly agricultura	30*l.*	20 (of whom 7 are free.)	6–13	5*l.*	1, with degree.	4*l.* 15*s.*	*a* & *c*, a little	
Lymm	Scheme, 1862	6,000	Chiefly agricultural; some manufacturing.	128*l.*	14	10–13	5*l.*	1 in orders, and M.A.	—	Not visited	
Malpas	None	2,000	Agricultural	25*l.*	30 (of whom 6 are free.)	6–14	2*l.* 2*s.*	1, untrained	2*l.* 10*s.*	*a*, average	
Carried forward.		170,000		2,073*l.*	798						

CHESHIRE.	Whether any new scheme.	B. Estimated population within three miles in 1861.	C. Character of the population.	D. Value of the Endowment per annum (approximate).	E. Number of scholars in attendance.	F. Ages.	G. Fees for day boys.	H. Number and qualifications of regular masters.	I. Average cost of education of day boys per annum.	J. Subjects really taught, and with what success: *a.* in English subjects. *b.* Modern languages. *c.* Classics.	K. Particular results: *a.* Scholarships, University prizes, first or second classes, Civil Service. *b.* Middle-class examinations.
Brought forward.		170,000		2,073*l.*	798						
Mottram	Scheme 1857	4,000	Chiefly manufacturing.	90*l.*	34	8–13	1*l.*–2*l.*	1, trained	4*l.*	*a*, very well *c*, a little.	
Nantwich	Scheme, 1860	7,000	Manufacturing and agricultural.	30*l.*	20	7–15	2*l.* 10*s.*–5*l.*	1, trained	5*l.*	*a*, average *b* & *c*, a little	
Tarvin	None	2,000	Agricultural	20*l.*	Closed	—	—	—	—	—	
Weaverham	None	2,200	Agricultural	47*l.*	36 (of whom some are sons of labourers).	7–13	10*s.*–2*l.* 10*s.*	1, trained	2*l.*	*a*, well *c*, nominal.	
Witton	Scheme, 1858	10,000	Chiefly salt-workers.	450*l.*	45 (of whom 11 are free).	8–14	2*l.* 2*s.*–6*l.* 6*s.*	1, with orders and degree. 1, untrained.	12*l.* 10*s.*	*a*, indifferent *b*, average. *c*, nominal.	*b*. 6 in 10 years.
C.											
Burton	None	1,500	Agricultural	50*l.*	37 boys and 25 girls, chiefly of the labouring classes.	A mixed national school, under inspection.					
Daresbury	None	1,000	Agricultural	53*l.*	45, chiefly of labouring classes.	A national school, not under inspection.					
Darnhall	Scheme under consideration.	1,000	Agricultural and salt-workers.	112*l.*	60 boys and 30 girls, chiefly of labouring classes.	A mixed national school, not under inspection.					
Frodsham	None	3,000	Chiefly agricultural.	47*l.*	120, chiefly of labouring classes.	A national school, under inspection.					
Hargrave	Scheme, 1814	600	Agricultural	48*l.*	100 boys and 40 girls, chiefly of the labouring classes.	A mixed national school, not under inspection.					
West Kirby	Scheme, 1864	800	Agricultural	70*l.*	50 boys and 25 girls, chiefly of the labouring classes.	A mixed national school, under inspection.					
Marple	None	4,000	Chiefly manufacturing.	3*l.* 10*s.*	Closed						
Wallasey	Scheme, 1852	2,000	Agricultural	146*l.*	95, chiefly sons of labourers.	A national school, under inspection.					
		209,100		3,239*l.* 10*s.*	1,560 (of whom about 720 are of the labouring classes, including 120 girls, while 66 are boarders.						

Taking the population of the county (omitting Chester) at 475,000, and the number of its middle-class boys (or boys between the labouring classes and the county families) between the ages of 8 and 16 exclusive at 4,750,* and omitting the eight schools which are nationalized and are in no sense middle-class schools, it appears that the endowed grammar-schools of Cheshire (omitting Chester) educate 933 boys (including 66 boarders) or less than 2 per thousand on the population. Further, assuming the radius which each such school might properly serve as a day-school to be three miles, only about 450 square miles out of the 1,100 which form the county are within reach of any of these schools, the remaining portions being frequently without a superior or secondary school of any kind, especially the out-of-the-way townships of the very extensive parishes of this

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* 1. Mr. Farr's figures give for every 1,000 of population in 1861 a little more than 11 boys; in 1864 of the classes occupying houses of 20*l.* (rental) and upwards, of ages between eight and 16 (exclusive.) This would give a little more than 5,500 such boys for Cheshire, and then 3,800 for Derbyshire.

2. The Post Office Directory of Cheshire (1865) contains about 30,000 names (after allowing for repetitions), representing heads of households, either engaged in any business otherwise than as workmen, or of independent means, and that for Derbyshire about 24,000. Again taking Mr. Farr's proportions of households to the aggregate of their members (575,779 : 3,072,064 : : 1 : 5.335), and of boys of the ages above mentioned to this aggregate (3,072,064 : 225,932 : : 1,000 : 73.544), these figures would give nearly 12,000 such boys of those ages for Cheshire, and nearly 9,500 for Derbyshire, or 24 per thousand of the total population (census 1861) for Cheshire, and 28 for Derbyshire—numbers and proportions much larger than those of Mr. Farr, because the Post Office Directory contains many households of less than 20*l.* rental.

3. It was attempted to obtain some accurate statistics of the numbers of middle-class boys of the ages mentioned, by questions addressed to the masters of all the schools and to other persons, in selected towns and districts, but the attempt failed generally, only half of the whole number of schoolmasters so addressed having sent answers. From two places, however, information purporting to be complete was received, namely, Bunbury, and Witton. The result as to these places is as follows: Bunbury parish with a population (in 1861) of 4,727, had in 1866 202 15*l.* or more householders, with 91 boys of the ages mentioned "above the labouring classes,"[1] of whom 12 attended no school, 50 the grammar school, and 29 other schools (of a national kind), as day scholars. Witton (with Northwich) to a population of 9,342, had in 1866 269 15*l.* or more householders, with an estimated number of 100 such boys, of whom about 40 were in the grammar school, and 37 in other schools (30 in a private commercial school, 7 in schools of a national kind). Taken together these two places give the proportion of 13·5 such boys to each 1,000 of the population. Lastly, at Derby it is estimated that there are about 900 such boys to a population (1861) of 55,000, that is 16·36 per thousand.

4. In the above summary statement the proportion of 10 per 1,000 (on the population in 1861) has been adopted, although these considerations would allow a much higher proportion. It is to be observed that no general proportion will always hold good for particular places. Especially in the better country towns the middle classes are sometimes out of proportion to the labouring classes.

5. The number of boys who really attend no school is generally said to be small. In one case upon inquiry of a parent (a dissenter) whose son was said to attend no school, it appeared that the boy was sent to be taught by a minister as a contribution by the parent to the minister's support.

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[1] It was left to the person answering to define the labouring classes.

county, some of which have no such school within seven or eight miles. In other words, out of a population of 475,000 persons 195,200 persons, out of 4,750 boys of the middle classes of an age to be at school under 2,000, out of 1,100 square miles about five-twelfths are within reach of one or other of these superior or secondary schools, leaving 279,800 persons, nearly 3,000 boys, and nearly seven-twelfths of the total area out of reach of these, and often within reach of no others which could take their place. Lastly, out of a calculated total of nearly 2,000 such boys within reach of them, only 933 (including 66 boarders) availed themselves of them.

Besides its grammar-school endowments, Cheshire has about 2,000*l.* a year of other educational charities for small local schools, and about 9,000*l.* a year of charities not educational.

Derbyshire, with a population (in 1861) of 339,327, an area of 1,029 square miles, and a calculated supply of 3,393 boys between 8 and 16 above the labouring classes, has 9 superior or secondary grammar-schools, with 8 which are nationalized. The 9 command (within a three-miles radius) only 270 square miles (little more than one-fourth of the whole area) and 97,200 persons (little more than one-fourth of the whole population). They educate (exclusive of the boarders at Repton and Derby, but inclusive of the more local boarders at other schools) 285 boys of the middle classes out of the calculated total of 3,393 for the county, and of 972 for the area which they command. Derbyshire.

The following is a table for Derbyshire similar to the one given above for Cheshire.

DERBYSHIRE.	A. Whether any new scheme.	B. Estimated population within a radius of three miles in 1861.	C. Character of the population.	D. Approximate value of the Endowment per Annum.	E. Number of scholars in attendance.	F. Ages of scholars.	G. Fees for day boys.	H. Number and qualifications of regular masters.	I. Average cost of education of day boys per annum.	J. Subjects really taught, and with what success: *a.* English subjects. *b.* Modern languages. *c.* Classics.	K. Particular results: *a.* Scholarships, university prizes, first or second classes, Civil Service. *b.* Middle-class examination.
A.											
Ashborne -	New statutes, 1853.	4,000	Chiefly agricultural.	250*l.*	40 - - -	9–15	1*l.* 1*s.*	1 with orders and degree; 1 with degree; 1 no qualification.	7*l.* 6*s.* -	*a*, badly; *c*, well.	None.
Chesterfield	Scheme, 1843	12,000	Mining, agricultural, and manufacturing.	180*l.* (will be more.)	95 (including 13 boarders and about 30 free boys.)	7–15	3*l.*–6*l.*	1 with orders and degree, and 2 without.	5*l.* 10*s.* -	*a*, *b*, and *c*, well	6 *a*, and 7 *b* in 10 years.
Derby -	Scheme, 1863	55,000	Manufacturing and agricultural.	30*l.*	88 (of whom about a third are boarders.)	9–18 (?)	4*l.* 4*s.*–10*l.* 10*s.*	2 with orders and degree; 2 with degree; 1 without.	(?) - -	*a*, *b*, and *c*, very well.	7 *a* in 12 years, 18 *b* in 6 years.
Repton -	Act 5 G. IV c. 38	2,200	Agricultural -	1,250*l.*	206 (of whom only 26 are day boys.)	9–15	—	3 with orders and degree; 2 with degree; 1 without.	(?) - -	*a*, *b*, and *c*, very well.	47 *a* in 10 years.
B.											
Bakewell -	None- -	3,000	Chiefly farming, some mining, and some manufacturing.	55*l.*	53 (of whom 21 are day boys.)	9–15	2*l.* 2*s.* (?)	3 no qualifications	5*l.* - -	*a*, badly; *a*, *b*, and *c*, nominally.	None.
Dronfield -	None- -	6,000	Chiefly mining -	210*l.*	76 (of whom 30 are free.)	6–15	16*s.*–6*l.*	1 M.A. of Heidelburg; 1 no qualifications.	3*l.* 10*s.* -	*a*, average; *b*, well; *c*, a little.	None.
Staveley -	None- -	6,000	Chiefly mining -	35*l.*	20 - - -	? ()	4*l.* 4*s.*	1 trained - -	6*l.* - -	*a*, well; *c*, nominal.	None.
Tideswell -	None- -	3,000	Chiefly agricultural, some manufacturing.	230*l.*	23 - - -	7–12	—	1 B.A. - -	10*l.* - -	*a*, *b*, and *c*, none well.	None.
Wirksworth	Scheme, 1844	6,000	Mining, and some agricultural.	340*l.*	47 (including 18 free.)	7–13	2*l.* 2*s*	1 B.A. and 1 certificated.	8*l.* 10*s.* -	*a*, average; *c*, a little.	None.
Carried forward -		97,200		2,580*l.*	648						

DERBYSHIRE.	A. Whether any new scheme.	B. Estimated population within a radius of three miles in 1861.	C. Character of the population.	D. Approximate value of the endowment per annum.	E. Number of scholars in attendance.	F. Ages of scholars.	G. Fees for day boys.	H. Number and qualifications of regular masters.	I. Average cost of education of day boys per annum.	J. Subjects really taught, and with what success: *a.* English subjects. *b.* Modern languages. *c.* Classics.	K. Particular results: *a.* Scholarships, university prizes, first or second classes, Civil Service. *b.* Middle class examinations.
Brought forward - -		97,200		2,580*l.*	648						
C.											
Buxton -	Scheme, 1862	1,800	Agricultural -	90*l.*	63 boys and 35 girls	A mixed national school not under inspection.					
Chapel-en-le Frith.	None -	6,000	Chiefly manufacturing, partly agricultural.	29*l.*	57 boys and 45 girls	National schools under inspection.					
Glossop -	None - -	32,000	Manufacturing	100*l.*	Boys, 100; girls, 75; infants, 30.	National schools under inspection.					
Hayfield -	Scheme, 1860	4,000	Manufacturing	26*l.*	50 - - -	A mixed national school not under inspection.					
Mellor -	None - -	3,000	Agricultural and manufacturing.	25*l.*	45 boys and 25 girls	A mixed national school not under inspection.					
Norton -	None - -	2,000	Agricultural and some mining.	55*l.*	41 boys and 20 girls	A mixed national school not under inspection.					
Risley -	Scheme pending.	2,000	Agricultural, with some manufacturing.	420*l.*	65 boys and 15 girls	A mixed national school not under inspection.					
Whittington	Scheme, 1857	2,500	Partly agricultural, partly mining.	87*l.*	86 boys and 44 girls	A mixed national school not under inspection.					
		150,500		£3,472	1,444 (including about 242 boarders and 796 of the labouring classes, of whom 289 are girls or infants.						

The total value of other charities in Derbyshire is not known. But there are several which are considerable in amount (*e.g.* at Smalley, Taddington, and Fairfield). Some of the grammar schools will in the course of from twenty to fifty years become many thousands of capital richer from the sale of minerals under their lands, in particular Chesterfield and Dronfield.

Bedfordshire.

The whole area of 463 square miles of Bedfordshire possesses only one grammar school besides the schools in Bedford, and that one is in effect merely the national school of its parish. Nothing has been done out of the large revenues of the Harpur Charity at Bedford (about 14,000*l.* a year, gross) for any portion of the county outside the borough.

B.

Evidence afforded by these schools as to founders' intentions. Founders' intentions are commonly in part disregarded; so far as they are closely regarded, are injurious.

There are few of these schools which nearly answer the expressed intentions of their founder, either in the two main points of the classes to be benefited and the staple of education, or in the details of discipline and management. There are several which give the education intended and many which educate the persons intended, but there is hardly one which gives the intended education to the intended class of scholars. Those schools which still teach the ancient classics efficiently do so by giving themselves to a socially higher class of scholars: those which have continued to be appropriated to the sons of inhabitants or of poor inhabitants have been unable to maintain a high standard of classical education. The causes are evident. First, in the great majority of these schools the endowment has become inadequate (if it ever was adequate) to provide the necessary teaching power. Secondly, the parents do not now demand, if they ever have demanded, the superior education. In the smaller towns and in the villages the result of a consultation with the inhabitant parents has invariably been to show that only a small minority, such as the clergyman, the solicitor, the doctor, and a stray resident of independent means, desire classical instruction for their sons, while the tradesmen and farmers have no power of judging whether the instruction does or does not suit them, accept the grammar school as a cheap bargain, do not positively object to a liberal education if it does not exclude or cost more than another, but chiefly demand and judge by the writing and summing.

Those schools have most flourished as classical schools which have postponed day boys to boarders, and have looked for their support and profits to a perpetually rising class, to the practical neglect, and in some cases extrusion even of the trading classes. Here the price of success has been that the founders' intention as to class and birthplace has been disregarded. Those schools, on the other hand, which have not been given over to boarders, but have remained local, and have to some extent consulted the desire of the inhabitants, have in some cases done much good as

secondary schools, but in general have been hindered by the tradition, no longer effectively realized, of classics. Those in this kind which are useful have become so only by disregarding the founders' intention as to the subjects to be taught. Lastly, a considerable number have become the elementary national schools of the parishes, and as such do little good of the kind intended by their founders, but merely supersede subscriptions and grants, frequently to the serious loss of the parish.

It may be observed that a very general belief of a past utility of the more rural schools in these counties as places of classical training seems to be without sufficient evidence. It is commonly believed by the inhabitants that until or within the present century classics were effectively and beneficially taught to natives: a golden age when some of the first men in the county sat at the desks is a frequent tradition; and in two or three cases (*e.g.* Risley in Derbyshire, and Audlem in Cheshire,) the tradition is supported by the existence of fine old schoolhouses which, though now perhaps used merely for national schools, are still the chief ornaments of the villages; and some infer that classics might therefore be restored with gain. But in general no trustworthy evidence could be produced that any demand has ever been made in these country places for that classical education by which the founders, measuring by their wishes, hoped to raise the poor in church or state.*

In numerous places there are to be seen schoolmasters chosen for their qualification to give instruction in classics, and but three or four boys willing to learn them; a number of boys wishing to have the best of practical instruction in arithmetic and English, and a little practical science, and no master willing and able to teach them these lower subjects; a plan of education which presupposes eight or ten years stay at school, with boys who cannot for more than four or five be withdrawn from helping to earn the loaf they eat. Those minor schools are amongst the least useful which have changed the least; those which are now doing good service have for the most part done so only since the time when they were modernized.

Want of system, gradation, and connexion.

Again, it has resulted from the accidental character of the growth of these schools that there is neither any economy or fair distribution of their means, nor, so far as they are concerned, any filiation or continuous gradation of schools such as to lead on capable boys from lower to higher education. Such changes as have been made having been made not on a system but piecemeal, and in other cases the accidental form taken by a foundation not having been corrected by any change, there is no adaptation to place or circumstances—for some classes a double provision, and for others none.

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* Audlem in Cheshire is a singular instance of a voluntary return to classics by the middle-class inhabitants. (See report on Audlem.)

C.

Evidence afforded by these schools on particular questions. 1. Modern departments in classical schools. Three plans.

There are several important questions of organization and administration which receive some illustration from the grammar schools of these counties. The first is, with regard to superior and primarily classical schools, how they can best be made to give a modern education, especially to natives, side by side with their classical education. Six of the eight superior schools in Cheshire, Derbyshire, and Bedfordshire already provide substantially for secondary or middle-class education for boys who do not require much of classics, but on different plans and with differences of result which seem to arise in part from the difference of plan. The plans may be divided into the plan of distinct schools with distinct masters, that of different departments in one school under one head-master but with different under-masters, and that of complete union.

First plan: that of distinct schools.

Bedford and Macclesfield are of the first kind. At each of these towns the classical and modern schools are in distinct buildings and under separate masters; but while at Macclesfield the same governors manage both schools, at Bedford the government is complicated by a concurrent jurisdiction possessed by New College in the case of the classical school, but not in the case of the modern school. At both these places the modern schools are good; they satisfy the inhabitants, and they are more popular and more in demand than the classical schools, and so far this plan succeeds. But on the other hand there are some bad results. *First*, the classical school distinctly loses by the arrangement. As it gets fewer scholars it is the less likely to have a supply of clever boys able to maintain a high standard. *Secondly*, the path of promotion is cut off. If a boy goes to the modern school the chances are that he stays there, and that however capable and industrious he may be he will never be led up to a more liberal education. It hardly ever happens either at Bedford or at Macclesfield that a boy passes up from one school to the other. *Thirdly* (what aggravates the second defect), there is under this system a tendency to divide the subjects of education by too sharp a line between the two schools, to prevent competition; so that in one school little or no classics will be taught, in the other little else will be taught, or will be taught only at such a price as will not affect the market of the modern school. At Macclesfield, classics are absolutely excluded from the modern school by the Act of 1838, and though at the Bedford modern or commercial school some Latin is taught, a proposal to increase the classical element, which was approved as feasible and desirable by the master, was met by the suggestion, probably well grounded, that the effect would be to supplant and destroy the grammar school, or rather to have two grammar schools dividing and wasting means and opportunities. So rigid is the separation at Macclesfield that one large and important class of inhabitants, those, namely, who desire for their sons some classics with a good special preparation for pro-

fessions, are compelled to go elsewhere for what they want. The modern school is forbidden to teach classics, and the classical school, owing to the want of funds resulting from want of numbers, is unable to provide the masters to give the special or modern training. *Fourthly*, this plan is bad economy of teaching power, time, and money, except perhaps for schools so large that parallel classes and masters would be necessary if all were in one school. Fewer masters would generally be required for teaching given amounts of subjects in a given time to 200 boys in one school than for teaching the same number the same amounts in two schools. *Fifthly*, all the advantages are lost of the intermixture in school of different social ranks. The boys do not work together; and in the cases observed are neither willing nor permitted to play together. *Lastly*, a certain amount of jealousy (rather than emulation) between schools so separated, and yet so connected, seems unavoidable. This jealousy is less injurious at Macclesfield, where the government of the two schools is identical, while the funds are apportioned by a fixed rule, and it would probably be not very injurious to schools even with distinct governing bodies, provided the funds were so apportioned by law; but it is seriously injurious at Bedford, where the funds are not so apportioned and the governments are neither distinct nor wholly the same, but a body of trustees absolute over the modern school have only a divided power with New College over the classical school, and without being able to carry their own measures as against the college are able to prevent the college from carrying its own, while the proportions in which the funds are to be appropriated are the subject of perpetual dispute.

It is difficult to see any sufficient advantage in this plan to outweigh its defects. The only one which can be suggested from observation of these particular schools is that the modern school is perhaps more likely to be effectively worked by itself with a head-master entirely its own and especially qualified for and devoted to modern subjects than as a mere department under the shadow of a superior form of education. But the total result appears to be impaired.

This plan on the whole bad.

The second system is in operation at Derby, Sandbach, and Stockport. Each of these foundations provides secondary education not in a separate school but in a separate department under the same head-master, but with different second or under-masters. This system is not open to the objections which affect the first. The standard is the best which the entire supply of boys can maintain, for promotion is easy and probable of the best boys from the lower to the higher course; all branches of instruction are, within certain limits, open to every boy to choose from, so far as he seems likely to profit by them; the cost of buildings, management, and to some extent, of teaching is diminished; there may be, and in these instances there is a mixture of ranks, and there can hardly be any injurious jealousy between the departments of one school. None, however, of the schools mentioned is at present a perfectly instructive or satisfactory specimen,

Second plan: two departments under one head-master, but with different undermasters.

for Sandbach and Stockport, besides that they have not long been at work on their present system, have not laid themselves out to give more than a moderate amount of classics even in the upper or classical department, while Derby, though likely to be very successful in classics, has been only a year under its present master.

At Derby the system of drafting up the best boys at regular intervals from the lower department to the higher, without any increase on the fees paid below, is already doing good, both to the boys promoted and to the upper department, in which some of the most promising scholars are of this kind.

At Sandbach the experiment has been tried with apparent success of lower middle-class boarders side by side with boarders of a richer class. The head-master has a house, with the liberty of taking 30 boarders at 50*l.* a year, and the second master may take 20 at 30*l.* Both houses are filled, and there have been no difficulties or conflicts. The experiment is of interest as illustrating the possibility of making certain schools local centres, which should be partly supported by the richer classes and yet admit with them the best scholars from lower schools at a distance on lower terms.

Third plan; that of union: inferior to the second.

Of the third plan, Chesterfield is the only example. Here there is nominally, and for some subjects really, a lower department; but for the majority of subjects both departments are classed together and taught by the same masters. The objection to this plan is that to teach 100 boys four subjects requires more labour than to teach 50 boys two subjects and 50 more two others, while additional labour is necessary to meet the case of boys who wish to drop one subject and give its hours to another; but it is believed that this difficulty would vanish and that the plan would economise labour in a very large school. The constant advantages are that the greatest number of boys may learn the greatest number of subjects, and that it is easier to form large and homogeneous classes, all doing the same work at the same hour, so that each boy can be classed in each subject according to his proficiency in that. On the whole, if a judgment may be formed from a single school seen at a temporary disadvantage, it would seem that, unless where a large staff of masters can be procured, it is difficult on this plan to teach any one subject thoroughly, and that such a school would in the long run be unable to hold its own against schools giving more special instruction of each kind to different sections of boys.

Evidence from these counties as to utilisation of small rural endowments.

A second point on which these grammar schools afford some evidence is that of the best means of utilising the smaller rural endowments. Cheshire presents one remarkable case of such utilisation. At Bunbury, near Tarporley, there is a grammar-school endowment worth at present about 50*l.* a year. Twelve years ago this endowment appears to have been of as little use as many others still continue to be. There were few scholars, and those learned little, the name of classics being an excuse for the neglect of lower subjects; and as there were no

fees, good classical teaching could not have been provided even if it had been in demand. But about 1854 the school was remodelled and placed under a trained master. The commonest English subjects were made the staple of instruction, but provision was made for teaching Euclid and algebra, book-keeping, surveying, mensuration, and drawing, and the elements of Latin. Fees were required, varying in amount according to the position and means of the parents from 2*d.* weekly to 10*s.* (since raised to 15*s.*) a quarter. Inspection was afterwards invited and a grant obtained, and the school became the national school of the parish and a secondary school in one. The choice of a master was fortunate, and a demand for education was created. The school now absorbs almost the whole number of boys* within a radius of three miles. There are about 110 scholars of all classes in the neighbourhood, 50 being sons of farmers and professional men, the remainder for the most part the sons of labourers. A short time ago there was in regular attendance the heir to 10,000*l.* a year. The instruction is such that a labourer's son who leaves at 10 or 11 learns to read, write, and sum unusually well, and gets some knowledge of geography, a farmer's or tradesman's son who stays till 13 or 14 learns also some mensuration and surveying or book-keeping, and, if he chooses, some Latin, Euclid, and algebra, while a gentleman's son by 12 obtains a really good grounding in English and arithmetic, and sufficient Latin to enable him to proceed at no disadvantage to a higher school. In May 1866 59 boys passed the local examination in drawing of the Department of Science and Art. All classes mix freely in the school, the prevailing tone is that of the better bred, and the manners and pronunciation of the boys were in marked contrast with those of merely national schools. These results are obtained at a cost of about 240*l.* a year,† of which about a half is produced by the fees.

The elements of success in this case appear to be (i.) the choice of a good trained master, (ii.) above all, the amalgamation of the national school with the grammar school, so that the supply of scholars and fees is not divided, (iii.) that about 150*l.* a year is forthcoming from sources other than fees of scholars (iv.) an area and a supply of boys sufficient to produce 50*l.* or 60*l.* a year in fees, and, (v.) to some extent, the subjects taught, especially singing (chiefly of a secular kind) drawing, surveying, and book-keeping, which are attractive and popular.

There is a somewhat similar, though a not quite so successful, school at Halton near Runcorn.

There are many similar foundations in Cheshire and Derbyshire which at present do much less good than that of Bunbury, but which might be expected to do as much if the same conditions could be similarly satisfied in their case. In fact there

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* It is a defect that there is no provision for girls.

† But in addition the master's house accommodates six boarders at about 30*l.* a year inclusive. The balance sheet for 1865 is appended, p. 676.

might be a school like Bunbury for every circle of the longest radius which for a day-school can command, provided that a sufficient number of competent masters could be obtained, that the whole supply of boys within the circles could be commanded, and that in each case from 100*l.* to 150*l.* could be had beyond the fees.* On this last condition it is to be observed

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* With regard to the salary to be provided for the master of a school such as that at Bunbury an experienced and successful trained master writes:—

"I should say 160*l.* (including certificate money and gratuity for instruction of pupil teachers) and a *house rent free*. For this salary there would be no difficulty in obtaining the services of a highly certificated and experienced master, possessing all the accomplishments mentioned in your letter. In schools of this class, where the sons of professional gentlemen and also of farmers attend, it is a great point gained if the master is able to maintain a respectable position in the village so that he can meet this better class of parents on easy and equal terms. If the master is competent to impart a good, sound, practical education with a few accomplishments *e.g.* music, drawing, &c., and is gentlemanly in manner, and firm, but kind in discipline, the little prejudice which the better class of parents will feel at first to their sons mixing with the poorer boys will soon be overcome, and they will become alive to the advantages which such a school offers. If, however, the master is only in receipt of a very small salary, and consequently cannot avoid showing not only in dress, but also in everything else that he is "under the weather," he will not be looked up to with that degree of respect either by parent or son which he should receive, and therefore the tone or position of the school itself will be lowered. It is all very well in *theory* to say, 'A man's a man for a' that,' and it is much to be desired that it was true in *practice*, but experience teaches now-a-days especially, that schoolmasters as well as the members of other professions are expected to maintain a respectable appearance.

"I have said nothing about boarders, because I do not think that it is absolutely necessary to the success of these schools that the master should take boarders. If, however, there is such a house provided for him that he would be in a position to receive them, there is no question that his doing so would be a great advantage both to himself and also to the school. His own pecuniary circumstances would be improved, and the tone of the school would be raised by the presence of these superior boys. Further the parishioners themselves would set a higher value on the school when they found that those at a distance were willing to pay a comparatively high figure for the same advantages which their own children could receive at such a trifling cost. Of course whether the master could obtain boarders, as well as the price which he could charge for them, would depend upon the position to which he had succeeded in raising the school, in other words upon the market value of the school. Then again the number of boarders which he would be able to take would depend upon the kind of house which was provided for him. As therefore with the question of profit from boarders there are so many contingent circumstances I think this point should be regarded as a kind of adjunct in fixing a fair salary which the master of such a school as this might be expected to ask.

"I may perhaps add that in schools of this class it would not, in my opinion, be advisable for the master to receive a large number of boarders. 10 or 12 should be the maximum, and perhaps six would be the wisest number to receive. If he take more, of course they must engross a large amount of his time out of school hours, part of which should at any rate be devoted for the benefit of the school *as a whole*; and even with a large number of boarders should he, by the aid of a good staff of teachers, be able to discharge his duty to the whole school most conscientiously, there is the danger that a feeling of jealousy might arise among the parishioners, and that they might begin to form the opinion that the school was being worked for the profit of the master instead of for the benefit of the parish. A spirit of opposition would then soon begin to manifest itself."

with regard to Cheshire that, omitting the three superior schools and the school at Chester, the remaining grammar schools have an aggregate revenue of about 1,500*l.* a year, while parish and other small schools are further endowed to the extent of about 2,000*l.* a year.* These amounts, if thrown together and distributed over the whole county (1,104 square miles), except the neighbourhoods of the four excepted schools, would give about 120*l.* a year to every circle of a radius of three miles, the distance which a good day school can command.†

Such an application of the existing means at Bunbury has several advantages. The amalgamation of the national with smaller grammar schools is an economy. The same buildings and teaching power suffice for all, and one consolidated school thrives where two would starve each other.‡ Classes are mingled, and the natural reluctance of middling farmers (the class which of all others in these counties most needs and least obtains a good education) to send their sons to school with labourers disappears when the same school contains also boys of higher position. Lastly, such a school more nearly approaches and therefore more easily introduces to higher schools than can be the case with schools which are merely national, so that one step is taken in the direction of filiation of lower to higher places of instruction.

It may be permitted to refer briefly for the purpose of comparison to another possible mode of applying these means, although these counties afford no experience of it, namely, the plan of turning the less useful endowments into exhibitions to enable promising boys selected from lower schools to proceed at once to larger and higher schools. With regard to this plan, experience of these counties suggests that unless the national schools can first be raised in some way above their present general level there would not be a supply of fit boys sufficient to justify the conversion. It would have been difficult at the time of inspection to find even in the secondary and nationalized grammar schools of Cheshire and Derbyshire twenty such boys. Further, this plan would confine the benefits of the charities to the cleverest boys, or rather to those who would appear to be the cleverest under the national system, while it would not supply an uniform or a very regular stimulus or any additional means to ordinary national education.

Other points suggested by these schools are:

Evidence from these schools on other points Trustees.

1. In schools important enough to command a very high order of masters, such as Derby, Repton, and Macclesfield and Bedford

* From documents in the office of the Charity Commissioners.

† Many of the smaller educational charities are at present thrown away, *e.g.*, at Bunbury there is a charity called Gardner's charity, which is applied in placing children at schools other than the grammar school.

The total values of the lesser educational endowments of Bedfordshire and Derbyshire are not yet accurately ascertained.

‡ As at Weaverham and at Tarvin in Cheshire. Sometimes the endowed school is a mere rival of a national school in the same place, teaching the same subjects to the same class of boys. In other places it prevents the establishment of a better national school.

grammar schools, county trustees who will seldom interfere may be the best, but in lesser schools perpetual supervision by representatives of the persons interested in the schools is desirable, both over the management of the property and over the scholastic administration, and such persons can be found only among residents of the classes which use the schools. There are instances in these counties of such schools which have been much prejudiced both in their means and in their conduct by the neglect of gentlemen living at a distance, or by ill-feeling between the inhabitants and a body of trustees exclusively chosen from one section or profession.

Masters.

2. In some schools secondary in means and position a rule that the head-master must be a graduate or in orders works ill by tending to withdraw attention from the elementary and English subjects which alone can be in such cases the basis of success. An Oxford or Cambridge degree almost necessarily implies the absence of training for secondary education.

There is, at least at some places, a custom which it would seem must be injurious, for new French masters to be required to pay money sometimes to a large amount in the nature of goodwill to those to whom they succeed. This custom exists at three of the most considerable grammar schools in Derbyshire, and probably elsewhere. There is said to be a similar custom in the case of German masters and drawing masters, but no instance was discovered.

Fees.

3. Farmers and the smaller tradesmen in general make no objection to paying 4*l.* a year for a good education for each child, except where they maintain their birthright to free education on principle.

There is no difficulty in the way of requiring different fees for the same ages, hours, and subjects from parents of different means and position. At Halton, Daresbury, Bunbury, and elsewhere, the distinction commonly taken is that between parents who can pay lump sums quarterly and parents who can only pay weekly pence, and this is found to be a practical and sufficient criterion.

Subjects and books.

4. Most parents* of the lower middle class in country and towns are willing to let their sons learn Latin.

The Latin really taught is merely nominal except in the few best schools. It is learned as an accomplishment rather than as a staple subject, and is apparently of very little use. It is not made the central point of instruction, nor the measure of work and common path of promotion, nor are the boys commonly tested in their knowledge periodically. Even such schools as Chesterfield and Sandbach give not the least encouragement to think that both or either of the two classical languages can be well learned by the age of 16 by boys doing other things principally, under the present system of instruction.

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* About 300 were consulted in different places. The reasons are often weak, *e.g.*, that Latin would be useful to the sons if they were going to be chemists.

If Latin grammar is to continue to be taught in these secondary schools, attended by boys whose few years of schooling must in general be principally directed to commercial acquirements, and managed by masters who must be content with low pay and have been trained to teach the simpler subjects, a different Latin grammar ought to be framed from any which is in use in these schools, one simple and limited, containing nothing which such a master, an imperfect scholar, cannot understand, and of such shortness and plainness that he can digest it all in his own mind, make it into a regular course of lessons, and be certain that the boys can learn it all in the two or three years at their command. In default of such a book Henry's Latin book is commonly in use. Even the best boys in these schools who have been taught from it are surprisingly inaccurate and helpless when taken beyond the particular words and forms given in their exercises. *Musa* could very seldom be declined without a mistake by any boy in such schools, *hic* only in one instance; and the construction of even simple sentences was generally out of the question.

French is not generally so much in demand as Latin, but is generally better taught, or perhaps more easily learned.

In only three schools out of the whole number had any class examined any tolerable knowledge of any period of history. In many lower schools some history is used as a reading-book, but otherwise it is little taught.*

There seemed to be no good geography in common use. Strings of seas, rivers, countries, capitals, and counties, were frequently given, but there was seldom any knowledge of their relative positions, importance, or distribution.

Classification.

A system of classification is in use at some of the chief schools, by which all the boys in the school, so far as may be, are engaged on the same subject at the same time. This plan has the disadvantages that every master must be able to take some class in every subject, unless there are more masters than forms in any subjects, and that special exaggeration of particular subjects for particular boys is impossible without an extra staff, but it has the great advantage that it provides for unequal progress in different subjects, each boy taking class in each subject according to his proficiency in it, and it is said to economize labour where the numbers are large.

Middle-class examinations.

At Derby, boys are encouraged to pass the Oxford or Cambridge middle-class examinations, with good effects. It is found that success in the first examination often induces a longer stay at school for the sake of the second, and that boys become encouraged to proceed to the universities who would otherwise

* At one important school where the statutes had been altered by the trustees and the visitor expressly to secure the teaching of history, the sole teaching consisted of questions set occasionally out of a book of miscellaneous questions (without any answers) on all conceivable subjects, which were to be answered by the boys (as the head-master explained) "according to their gumption," no source of information being either provided or suggested by or apparently, (except an encyclopædia) known to the masters.

have left their education behind on leaving school. On the other hand, the necessary preparation interferes to some extent with the regular course of work.

The trustees, and still more the masters of the schools visited, were almost uniformly zealous in giving information, and anxious for improvements.

(Note to page 671.)

Bunbury Aldersey Grammar School.

Receipts and Disbursements for the Year ending December 31st, 1865.

Receipts. Dr.	£	s.	d.
To annual subscriptions	30	0	0
Endowment.			
„ Head Master's salary	19	11	8
„ Usher's do.	9	15	10
„ Rents of houses	19	9	0
„ Do. fields	2	0	0
	50	16	6
„ Unknown donor's charity	0	11	11
Committee of Council on Education.			
„ Capitation grant	33	12	0
School Pence.			
„ Quarterly payments	114	4	0
„ Weekly	12	18	6
„ Sale of books	0	6	0
	127	8	6
	£242	8	11

Disbursements. Cr.	£	s.	d.
By Mr. Bailey's salary	100	0	0
„ Do. for certificate	30	0	0
„ Do. in lieu of cottage	10	0	0
„ Head Master's salary	19	11	8
„ Pupil teachers	41	10	0
„ Monitors	5	0	0
Books, &c.			
„ Mr. Bayne, Chester	0 4 10		
„ „ Dickinson, Turporley	0 5 0		
	6	9	10
„ „ John Nield	0	15	8
„ „ John Dutton, glazier, &c.	4	2	5½
„ „ William Woolley	0	14	11½
„ Coal, cartage, and light	2	4	8½
„ Mrs. Elson, for cleaning school	1	18	0
„ Repairs, 18*s.* 10*d.*; stamps, 2*s.* 6*d.*	0	16	4
„ Taxes, 7*s.* 9*d.*; sundries, 6*s.* 9*d.*	0	14	6
„ Balance in hand	18	10	9½
	£242	8	11

REPORT

ON THE

SCHOOLS OF SIR WILLIAM HARPUR'S CHARITY, BEDFORD

BY

R. S. WRIGHT, Esq.,
ASSISTANT COMMISSIONER.

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REPORT ON THE SCHOOLS

OF

SIR W. HARPUR'S CHARITY, BEDFORD.

By R. S. WRIGHT, Esq. Assistant Commissioner.

By Letters Patent bearing date the 15th of August, 6 Edw. VI. (1552), and purporting to be granted on the petition of the mayor, bailiffs, burgesses, and commonalty of the town of Bedford for power to erect and establish a free and perpetual school there for the institution and instruction of children and youth: Firstly, the said mayor, bailiffs, &c., or their successors were empowered to found a free and perpetual grammar school in the said town for the education, institution, and instruction of children and youth in grammar, literature, and good manners, the same school to be for ever of one master and one usher. Secondly, in order that the said intention of the mayor, bailiffs, &c., might take better effect, they were enabled to acquire and hold lands to the clear annual value of 40*l.* "To have and to hold to the same mayor, "bailiffs, burgesses, and commonalty of the aforesaid town and "their successors for and to the sustentation of the aforesaid "master, otherwise pedagogue, and sub-pedagogue, otherwise "under master, and for the continuance of the school aforesaid for "ever, for the marriage of poor virgins of the aforesaid town, "also for poor children (*pueris*) at the same place to be nourished "and informed, and also for distributing alms of the residue "and superfluity (*superfluitate*) of the premises accruing and "remaining, to poor persons of the town aforesaid as there might "be such from time to time (*pauperibus pro tempore existentibus*): "and thirdly, it was stated to have been granted and it was "thereby granted, 'that the warden or custos of the College of "'the Blessed Mary Winton, in Oxford, commonly called New "'College, Oxford, and the fellows of the same for the time being "'from time to time when there shall be necessity or just occasion "'shall require at their discretions (*? per eorum discretiones*), may "'or the warden may (*possint vel possit*) nominate, select, and "'admit the said master, &c., or the said usher, &c., of the school "'aforesaid in the town aforesaid, and for good, just, and reason-"'able causes and occasions may and shall have power to change "'and remove them from time to time, and to nominate, select "'and admit other fit and proper men into the said places or "'offices of master, &c., or usher, &c., of the said school.'"

Letters patent, 1552.

Nothing appears to have been done under these letters patent for nearly 14 years.

By an indenture bearing date the 22nd of April, 8 Eliz. (1566) and made between the mayor, bailiffs, burgesses, and commonalty

Deed of gift by Sir W. Harpur, 1566.

of the town of Bedford of the one part, and Sir William Harpur, Knight, Alderman of the City of London, (a tailor) and Dame Alyce, his wife, of the other part, after a partial recital of the above letters patent it is witnessed, firstly, that the said mayor, bailiffs, &c., "For and towards the erection of the said school to "be and to have continuance according to the form and effect of "the said letters patents, do by these presents erect, make, found, "and establish a free and perpetual school within the said town "of Bedford in a messuage then commonly called the Free School "House, which the said Sir William Harpur of late builded and "the same school to be of one master and one usher for ever to "continue" and that they elect and appoint Edmond Greene to be master and Robert Elbone to be usher; secondly, that Sir W. Harpur and his wife give to the said mayor, bailiffs, &c., certain lands in Holborn (which with part of the present school site constitute the whole endowment) to have and to hold all the said lands "to the said mayor, bailiffs, burgesses and commonalty "of the said town of Bedford and their successors for and to the "sustentation of the master and usher of the said school from "time to time for ever for the continuance of the same school for "ever, for the marriage of poor maids of the said town, and for poor "children, there to be nourished and informed according to the "form of the said letters patents;" and thirdly, that the mayor, bailiffs, &c., do covenant that they and their successors will employ all the issues of the said lands "to the uses, intents, and "purposes expressed in the said letters patents and therein limited "and appointed and to none other use, intent, or purpose."

Effect of the letters patent and deed of gift.

On these two documents alone depends the question of what was the founder's intention, for the petition referred to in the letters patent is not known to be still in existence, and there has been no subsequent endowment. Three principal questions arise upon them: one, what were the benefits intended by the founder; another, who were to be recipients of those benefits; the third, what was the original relation of New College to the school.

The letters patent permitted provision for a grammar school and for three other objects.

First, the petition of the town as recited in the letters patent was for a school only and not for general charities; the licence granted regards a school only; and although other charities are mentioned in the *habendum*, the grammar school appears to be the primary object of the letters patent; but they also give power to provide for the marriage portions of poor maids of Bedford, for the rearing of poor boys of Bedford, and for alms of the residue.

Sir W. Harpur in his deed of gift seems to omit one of those objects, namely, alms to the poor.

It is somewhat otherwise with the indenture or deed of gift. All the objects permitted by the letters patent are as of course recited, but in the operative parts of the deed what the town first covenants to provide is a school only and not any general charities; and what Sir W. Harpur (so the name is now commonly spelt) designates as his object is, first, the school, then the marriage portions and the rearing of the poor children, without any mention of alms. The town's covenant in the conclusion to apply the funds to the uses expressed in the letters patent and *therein* limited

and appointed means only, according to ordinary rules of construction, that it will not apply them to any uses not permitted by the letters patent, and not that it will or can apply them to any use not mentioned in the indenture, even though mentioned in the letters patent. Such an use, so mentioned in the letters patent but not in the operative parts of the indenture is the distribution of alms. It appears then that the town was not bound to distribute alms, and if it was not bound to distribute alms it must be taken to have been bound not to distribute them, or at any rate not to distribute them to the injury of the expressed objects. In other words the enabling document (the letters patent) intended primarily that a grammar school should be provided, permitting also that the founder of such grammar school or other persons might provide for all some or none of these subsidiary objects; but (if the above interpretation is correct) the actual founder after providing for the grammar school selected two only of the three subsidiary objects permitted, and by not directing forbade the application of his funds to the third, the alms.

Alms indiscriminate, or of fixed amount, certainly not intended.

Further, even if the provision for alms can be imported from the letters patent into the operative part of the deed of gift it should apparently be greatly narrowed from the interpretation which it has in later times received. The words of the letters patent are express and strong that the distribution of alms is to be of the residue or superfluity (not of the substance) of the funds, and that it is to be proportioned to the variety of exigence and of numbers. It seems to have been no part of the intention to provide a fixed amount of alms to be given whether required or not, or in any case to give to alms what the school and the other objects could not spare.

It is to be observed that there is a considerable interval between the date of the letters patent and that of the deed of gift. An interval of nearly 14 years extending into a third reign goes far to destroy any presumption that the actual founder must have intended to follow accurately all the objects of the enabling patent.

Sir W. Harpur intended a hospital for poor boys, and marriage portions for poor girls of Bedford, but a grammar school without limitation to the poor or to Bedford.

Next is the question of who were the persons intended by the founder to be taught in his grammar school, to receive his marriage portions, and to be nourished and informed, respectively. There is no doubt as to the last two classes; the one was to consist of poor maids of Bedford, the other of poor boys of Bedford. But it is at least open to question whether the grammar school was to be for the poor or even preferentially for Bedford boys. It is true that the intended school is both in the letters patent and in the indenture (though not in its operative part) called 'free;' but on the other hand the uniform repetition of the expressions 'poor' and 'of Bedford' with each of the other uses taken with their uniform omission wherever the grammar school is mentioned raises a presumption which there is nothing but the word 'libera' to rebut, that the grammar school was not in any exclusive sense for the poor or for Bedford. It may be that the situation of the school in Bedford was thought to be a sufficient preferential advantage to the boys of Bedford town, that

the subsidiary provision "for poor children there to be nourished and enformed" was enough to make for those who had no other claim than poverty, and that these express provisions exclude the implication of further preferential rights.

There appears to be nothing to exclude girls from the educational benefits of the charity except that they are not likely to have been thought of in connexion with a grammar school under masters. The expression "puerorum et juvenum" does not necessarily exclude females. In the case of the poor children to be nourished and enformed there is not even the mention of a master to raise a presumption of sex.

What powers were originally given to New College.

The third point, that of the relation of New College to the charity, is very obscure. If the letters patent intended (as the Court of Chancery seems in 1725 to have decided that they did) to give the College visitatorial power over the grammar school, the questions arise whether that power does not extend to the whole charity and especially to the English schools subsequently added from the same funds; and, if not, then whether the Crown or who else is visitor of these portions. It is remarkable that there is no mention of New College in the deed of gift, that part of the letters patent which refers to it being omitted from the recital, and that in the deed of gift the town usurps the right of appointment of masters to which the College seems properly to have been entitled.

What the natural development of the charity would have been.

What may be called the natural development of this endowment, supposing no Acts of Parliament, no perversions through interest or jealousy, and no abnormal increase of revenue to have interfered, might have been of this kind. Two educational establishments, one (the grammar school) perhaps open to all boys and youths on an equal footing, without privilege of poverty or birth, the other a hospital restricted to poor boys of Bedford, and the provision for the marriage of poor maids, would have exhausted and grown with the gradually increasing income.

How the natural development has been changed by accident and the legislature.

The actual form has been determined by various accidents, and doubts and difficulties have arisen less from obscurity in the original documents than from the great growth of the income, which disturbed the action of the trustees and induced legislation affecting not only the government but the objects of the charity.

So early as 1653 this school, amongst others, was ordered by Parliament to be inspected by a Commission; but no particulars of the objects or results of their inspection have been obtained.

Orders in Chancery of 1725, 1754, 1761.

In 1725 (July 21) the Court of Chancery upon representations that the value of the property had greatly increased but that the school had been allowed to participate but slightly in the increase, that New College was ousted of its jurisdiction and that the town (now possessing a corporation) had been guilty of malversation of the trust funds, made a decree declaring the warden and fellows of New College to be visitors of the Grammar School and patrons of its mastership, increased the salaries of the two masters and directed that the masters' houses should be kept in repair out of the funds, that the children of inhabitants of Bedford should be taught gratuitously in the Grammar School, and that the residuary

funds after provision for these objects should be applied to the other objects named in the letters patent.

In 1754 further misappropriation of the funds by the corporation under the form of marriage portions was restrained by a second decree, which limited the amount to be applied to this object.

Again, in 1761, much money having accumulated and having been misapplied, the court made a third order directing that the surplus should be applied towards marriage portions and apprentice fees under the supervision of five gentlemen of the county.

Alteration of objects and increase of alms by Act of 1763.

In 1763 the rents had risen to nearly 3,000*l.* a year and five parties applied for a further definition of the objects of the charity, namely, the corporation, the five county managers, New College, the two masters, and the inhabitants of Bedford. The result was the first Act of Parliament relating to the charity. This act, apparently a compromise between the different parties, is entitled "An Act for enlarging the charitable uses, extending the objects, "and regulating the application of the rents and profits of the "estates given by Sir William Harpur, Knt., and Dame Alice, "his wife, for the benefit of the poor and other objects of charity, "of the town of Bedford." This Act recited that the warden and fellows of New College were visitors under the letters patent, that the rents had greatly increased, and that there were doubts as to the proper objects and application of these funds, but that by general consent "the said charitable donation was intended for the "benefit of the said town and borough of Bedford only, and the "several objects of charity residing therein." It then directed that there should be added to the corporation 13 new or check trustees as against the corporation, who should be elected by the vestries of the several parishes of Bedford; that the "children "of the inhabitants of the said town of Bedford that should be born "and resident in the said town of Bedford or the precincts thereof" should be entitled to be taught in the Grammar School; that education should be given in the Grammar School in such manner as New College and the trustees should order and direct; that the trustees should provide and appoint a third master for reading, writing and accounts; that books and paper should be found for all scholars; that the salaries of the masters should be 200*l.*, 100*l.* and 60*l.* respectively, besides houses to be built and maintained for them; that the writing or English room should be separate, distinct, and apart from the other room or rooms wherein the learned languages should be taught; that 800*l.* yearly should be given for marriage portions of poor maids and gifts to poor servant maids; that a hospital should be maintained for poor boys born in and sons of parents resident in Bedford, at a charge not to exceed 200*l.* a year; that 600*l.* should be applied in apprenticing poor children; and that the surplus funds should be distributed in alms.

This Act in several important respects rather altered than declared the original trusts. First, it extended the charity to objects omitted not only in the deed of gift but even in the letters patent, namely, to gifts to servant maids and apprentice fees. Next, apparently without any minute consideration of what the founder

intended it, authorised the application not only of the residue or superfluity, but also of definite sums to these new eleemosynary objects. Further, by adding a third or English master to be appointed by the trustees and to teach in a necessarily separate room, it added a scholastic element not under the control of New College, and, therefore, likely to become antagonistic to the classical or grammatical element. Again, it narrowed the class of children privileged to be taught in the Grammar School. On the whole it may be said to have reduced the Grammar School from being the primary object of the trust to the position of a claimant for only one-third of the total revenues.

Further divergence from the foundation under the Act of 1793. Almshouses. Check trustees.

A second Act (33 Geo. 3. 1793), reciting that the revenues had further increased and that the directions of the former Act had been found some of them very improper and such as to occasion many inconveniences to the inhabitants of the said town of Bedford, made some further important changes. The writing master was to have one or more assistants, and the salaries of the two foundation masters were to be increased by fixed amounts and also by capitation fees. Children were to have the privilege of the Grammar School, even though not born in Bedford, if their parents were settled and resident there. Three exhibitions of 40*l.* were to be founded. 800*l.* was to be given in marriage portions, not exceeding 300*l.* to the hospital, 700*l.* in apprentice fees, 100*l.* to poor servant girls, 20 almshouses were to be built and maintained, and 500*l.*, if so much should be left, was to be distributed in doles, besides any further surplus which might remain. Finally, the constitution of the governing board was greatly changed. It was thenceforth to consist of the lord-lieutenant of the county, the county and borough members, the mayor, recorder, aldermen, common council, bailiffs and chamberlains of the town, the master and usher of the Grammar School, and eighteen inhabitants, to be elected by the ratepayers, as checks upon the corporation.

The chief effect of this Act was still further to increase the eleemosynary part of the charity, particularly by the new and expensive institution of almshouses, but to obstruct the misappropriation of the funds by the corporation.

In 1818 a dispute arose as to the right of Jews to be admitted into the school. The Lord Chancellor decided that they had no such right, and they remained excluded until 1847.

The revenues of the charity continued to increase, and the school became more in demand.

Act of 1826 still in force. Its provisions as to trustees.

In 1826 a third Act (7 Geo. 4. c. 29) was passed, under which the charity is still governed. After reciting the letters patent, the deed of gift, and the previous Acts, the late and the probable increase of the funds, and that some of the powers, orders, directions and provisions of the last Act and its schedule had been found defective, it enacted as follows: The governing body was to be constituted as under the late Act; but of the 18 elective trustees, six were to go out annually, and to be replaced from time to time by the same number of persons having been resident in Bedford for three years next preceding the day of election, and being either owners of a freehold estate in the town and county or either

of them of the clear yearly value of 20*l.*, or occupiers of a house in the town of the yearly rent of 20*l.* They were to be elected by ballot of the inhabitants of Bedford paying scot and lot. By section 14, any eight or more of the trustees might apply to the Court of Chancery in case any of the provisions of the Act or its schedule should be found inconvenient, or if doubts or difficulties should arise, whether regarding construction or regarding the administration or application of the funds.

Its repealed schedule.

The provisions of the schedule having been superseded by a later scheme are not now material to be mentioned, except the following, which are important in the history of the gradual extension of the objects of the charity. The English schools were to be kept separate, and the trustees might provide additional buildings for them. The masters and assistants in the English schools and the mistress of the girls' school were to be appointed and removed by the trustees. All the children of inhabitants of the town of Bedford, having their place of settlement in either of the parishes of the town, were to be admitted to the schools, between certain ages, free of charge. The exhibitions were to be increased in value to 80*l.* a year and in number to eight, of which six were to be given to free boys, and two might be held by boarders or other strangers paying for their education. Other charitable objects were to receive yearly as follows, viz.:

1. 40 poor maidens for marriage portions - £800
2. From 26 to 50 poor children to be fed, clothed, and taught according to the principles of the Church of England, in the hospital - - - - - (?)
3. 40 poor boys and 20 poor girls for apprentice fees - - - - £1,500
4. 10 poor boys and 30 poor girls in gifts on going to service, and in prizes for remaining long with the same masters, an uncertain amount which might vary from £80 to £880
5. Boys and girls having served their apprenticeship, donations at the discretion of the trustees from - - - £600 to £1,200
6. 20 almshouses, a maximum of - - £880
   46 inferior almshouses, a maximum of - £1,393 16 0
7. Poor decayed housekeepers and other proper objects, being inhabitants of the town and having been resident there for ten years preceding, in doles - - £500

A possible yearly maximum of 6853*l.* 16*s.* 0*d.* (or a minimum of 4189*l.* 4*s.* 0*d.*) was thus applied (under heads 3, 4, 5, 6 and 7) to objects apparently never contemplated by the founder; some objects wholly new being added under heads 4, 5 and 6.

Its effect to establish separate English schools, rivals of the grammar school.

The most important effect of this Act was the complete separation of the English schools from the grammar school. At the time when the Act was passed the English school was still a department of the grammar school, though held in a separate room. The grammar school occupied the first floor and the English school the

ground floor of the same building, and a preparatory school for boys and girls, although held in a distinct building, was in theory at least under the same government. But the English schools now passed under the exclusive control of the trustees and were rapidly developed by them. Within a few years, separate commercial, preparatory commercial, national, girls', and infants' schools had been provided and were being maintained out of the charity.

Effect of Municipal Corporations Act on the trustees.

The Municipal Corporations Act (1835) indirectly changed the constitution of the board of trustees. The intention of the former Acts relating to the charity in adding to the board the 18 elective trustees had been that these should act as a check on the close corporation. But the close corporation now became elective, and almost the whole body of trustees being chosen by popular suffrage, the check was lost.

Many inconveniences resulted, and the abuse of the alms for political and other purposes, combined with the conflict between the great and increasing demands both of the eleemosynary and of the educational objects of the charity, led to a suit in Chancery, which finally resulted, in 1853, in a new scheme, made under s. 14. of the preceding Act and superseding its schedule.

New scheme of 1853. Its administrative clauses.

Of the schedule to this scheme the 12 first sections regard the constitution of the board of trustees The remaining nine concern the administration of the charity, and (so far as they are important here) are to the following effect, viz. :—

English school to be separate.

1. The English schools shall be kept separate and in distinct buildings from the grammar school, and the trustees shall and may from time to time, with the sanction of the Court of Chancery, erect and build such additional or new buildings for any of the schools as may be necessary.

Masters of grammar school.

2. The master and usher of the grammar school shall be fellows of New College or clergymen of the Church of England, being graduates of Oxford, Cambridge, Dublin, London, or Durham, and qualified to teach Latin and Greek.

3. New College may appoint such additional masters in the grammar school for modern subjects in addition to grammar as in the judgment of the college and of the trustees may be necessary to make the grammar school of the most general use and benefit to the public, and may remove the head, second, and mathematical masters for just cause, and others at pleasure.

Salaries of masters.

4. The yearly salaries of the teachers shall be for future masters in the grammar school :—

Head-master, 300*l.*, and 5*l.* for every boy up to 140 who shall have been *bonâ fide* educated at the school for six months in the year, with the right to take, by consent of New College and the trustees, not exceeding 30 boarders.

Second-master, 200*l.*, and 4*l.* for every boy up to 100 as above, with the like power to take 20 boarders.

Mathematical master, a sum to be fixed by the trustees not exceeding 200*l.*, and 3*l.* for every boy up to 50 who shall have been instructed in mathematics as above, with the like power to take 10 boarders.

Senior assistant classical master, senior arithmetical master, any other assistant classical master, and any future assistant arithmetical master, sums to be fixed by the trustees not exceeding 250*l.*, 200*l.*, 150*l.*, and 80*l.* respectively.

In the English schools :—

Master of the commercial school not exceeding 300*l.*, with power to take, by consent of the trustees, not exceeding 30 pupils not otherwise entitled to admission.

Second master of the commercial school, not exceeding 200*l.*, with like power to take 12 pupils.

Master of the preparatory commercial school, not exceeding 200*l.*, with like power to take 12 pupils.

Master of the national school, not exceeding 200*l.*, with like power to take 12 pupils.

Mistress of the girls' school, not exceeding 100*l.*, with like power to take 6 pupils.

Master of the infant school, not exceeding 150*l.*, with like power to take 6 pupils.

Any assistant master of the commercial or preparatory commercial school, not exceeding 120*l.*

Any assistant in the girls' or infant school, not exceeding 50*l.*

The trustees to fix in each case the actual salary and number of private pupils within the above limits. (There appears to be no provision for any assistant masters in the national school.)

Right of admission to the school.

5. The children of inhabitant householders or deceased inhabitant householders settled (otherwise than by purchase) in either of the parishes of the town are entitled, if born or if either of their parents was born in Bedford, to free admission and instruction, between the ages of eight and 15, in either the grammar or the commercial school; if otherwise, then by payment to the general fund of one guinea a year.

The children of inhabitant householders who have not acquired a settlement are admissible for one year on like payment of such sum not exceeding 10*l.*, as the trustees may fix, in addition to a yearly guinea, if neither they nor either of their parents were born in Bedford. The children of all persons permanently residing in the town are free of the national, the girls', and the infant schools, and others pay a guinea a year.

For boarders in the grammar school the like fees are to be paid by the master taking them to the general fund as if they were day scholars.

Rules to be made.

6. The management of the schools is vested in their head-master subject to rules to be made by the trustees, such rules in the case of the grammar school to be with the approbation of New College.

Examinations.

7. New College is to appoint two examiners yearly to examine publicly the grammar school, and the trustees, not exceeding two, to examine publicly the other schools.

8. Upon the report of its examiners New College shall make proper orders respecting the grammar school, and the trustees shall carry them into effect. (This provision appears to limit the discretion given to the trustees in No. 6, but has not in practice been so understood.)

Prizes, exhibitions, and premiums.

9. Fifty pounds shall be given in prizes, two-fifths being for the grammar school. The prizes shall be confined to day-boys. The exhibitions from the grammar school shall be eight in number, of the value of 80*l.* a year for four years, tenable by those boys only who shall not have been boarders at any time within four years of the granting thereof, at Oxford, Cambridge, Dublin, London, or Durham.

Two prize premiums, each of the total value of 200*l.*, shall be awarded yearly to the best boys in the commercial school who shall have been there for four years immediately preceding, and shall be applied in placing them out in some profession, business, or employment.

Eleemosynary shares.

10. The marriage portions shall amount yearly to 560*l.* Not less than 26 nor more than 50 poor boys and girls of Bedford shall be maintained in the hospital, brought up in the principles of the Church of England, and afterwards placed out in trade, agriculture, or business. The 65 almshouses shall be maintained. 1,200*l.*, if so much shall remain, shall be given in apprentice fees of 30*l.* each, but the donations to servants shall be reduced to a maximum of 120*l.* Superannuations and pensions are to be provided for. The doles (or hall money) are ultimately to be discontinued.

Clauses providing for new trustees rejected by Parliament.

Such are the provisions of the scheme which actually took effect. There were, however, other provisions, contained in the first 12 sections of the same schedule, not less important, which never became operative. The court was of opinion that the government of the charity required reform, and in the 12 sections in question provided for the abolition of the then and still existing board of trustees and the substitution of the Mayor of Bedford and 24

persons resident within a radius of five miles from the centre of the town to be nominated by the Court of Chancery. But any interference with the constitution of a corporate body requires the authority of Parliament, and a bill for the purpose promoted by the Attorney-General was rejected. While great changes were introduced and great additional powers given to the board on the supposition that its constitution would be altered and adapted to the exercise of the extended powers, the board in fact remained unchanged and received the powers intended for another completely under the control of the court. Under so much of the scheme as took effect large new buildings have been provided and the schools have been greatly increased.

Anomalies resulting from their rejection.

Lastly, in 1855 the Attorney-General preferred another bill for limiting the elective element in the board by substituting for the 18 check trustees a like number to be nominated by the Lord Chancellor. But this bill also was opposed and withdrawn and the charity remains subject to the Act of 1826 and the mutilated scheme of 1853.

Balance sheet for 1864–5.

The extent to which the original destination of the funds has been affected by these various acts of legislation appears from the following table of the general state of the accounts for the year 1864–5:—

	£	s.	d.	£	s.	d.
Grammar school	3,023	1	0			
Exhibitions	560	0	0			
Commercial	1,207	18	3			
Prize premiums	350	0	0			
Preparatory commercial	428	14	10			
National	367	14	4			
Girls	298	0	5			
Infant	195	3	4			
Pensions	21	18	4			
				6,452	10	6
Marriage portions				560	0	0
Hospital				560	0	0
Apprentice fees				680	0	0
Donation				3	0	0
Almshouses				1,708	5	11
Doles				200	4	5
Contracts and repairs				693	3	4
Books and stationery				578	2	9
Clerk				170	0	0
Loan account				463	19	10
Pension fund				100	0	0
Interest				385	2	6
Rates, taxes, insurance, &c.				341	0	9
Miscellaneous				56	5	1
Receiver				300	0	0
Receiver's account				26	12	7
Property tax				322	11	0
Balance at bankers				398	13	6
				£13,999	18	7

Since the publication of these accounts, and especially within the last few months, the educational share has been considerably increased. The present application of the funds is, so far as it can be known before the conclusion of the year 1865-6, approximately shown by the following table, furnished by the trustees:— Approximate balance sheet for 1865-6.

Schools	£8,309
Interest of loan, &c., repairs and management of estate	1,700
Hospital	560
Marriage portions	560
Apprentice fees	600
Almshouses	1700
Alms to poor	175
	£13,604

Thus while the schools receive a large increase, 3,035*l.* still remains to alms besides the cost of the hospital, and this amount cannot be very materially lessened under the scheme at present in force. General effect of the scheme. More than a quarter of the net income goes in alms.

II.

There are at present six schools educating in all 1861 children, in the following proportions:* State of the schools.

Grammar school	194
Commercial school	320
Preparatory commercial school	237
National or general preparatory school	370
Girls' school	490
Infant school	250
	1,861

All these are day boys except a limited number of boarders and private pupils of the masters. Unless by admission within this limited number, it would seem that no boy whose parents do not live in Bedford can be admitted to the schools.

The grammar school is managed by the head-master, appointed by New College, subject to rules which may be made by the College and the trustees conjointly. The head-master, in fact, decides both what shall be taught, and how it shall be taught, but not who shall be day-scholars, nor who shall be teachers, nor how the teachers shall be paid, the second of these last questions being for the College, the first and third for the trustees within the limits imposed by the scheme of 1853, to decide. It is further doubtful what powers the head-master has over the second master, who claims some independent authority as being an original member of the foundation. The grammar school.

Of the 194 scholars in this school all are day-boys except 30 boarders with the head-master, and 10 with the mathematical master. The second master has only lately received from the trustees permission to take boarders and has none as yet. Some

* These are the numbers as they were stated by the masters.

of the boys are sons of poor parents, but these are lessened by the cost of providing the necessary school-books. Many are sons of tradesmen in the town. The majority are sons of professional men, half-pay officers, widows of officers and persons who have settled in Bedford expressly to procure for their children a liberal education for which they could ill afford to pay the market price.

The school is worked in four divisions for classics, under four masters, as follows :—

Head-master's division	- 1st	class	19	boys	36
	- 2d	„	17	„	
Second master's -	- 1st	„	26	„	51
-	- 2d	„	25	„	
Senior classical assistant's	- 1st	„	27	„	55
-	- 2d	„	28	„	
Junior classical assistant's	- 1st	„	24	„	52
-	- 2d	„	16	„	
-	- 3d	„	12	„	
					194

the average number of boys to each master being 48½. The trustees have however lately made provision for a third classical assistant and for an English master.

A mathematical master and two arithmetical masters, a drawing master common to this and the commercial school, and a French and a German master also hitherto shared with the commercial school but now about to be appropriated to this, are the rest of the staff.

The classification and promotion depend on the aggregate of marks in all subjects, the aggregate being composed of the marks for the single lessons ; but classics are the principal subject. Good conduct during each lesson affects the marks for the lesson, and to this extent the promotion.

Every boy learns arithmetic and Latin. Every boy above the lowest division learns Greek, except in special cases, such as where the boy is intended for the navy, or is incapable. French has been limited to about 130, but will be extended now that the sole services of a master are secured. German is learnt by 39, including the whole first class and those who are exempted from Greek. All learn mathematics who are forward enough in arithmetic. The present number is 83. Eighty-one learn drawing voluntarily, and from 25 to 50 learn singing. English essays are done by the two first classes, and by boys exempted from verses or from Greek. There are no extra fees for any subject, except singing, for which five shillings a quarter is paid. The classical work includes Latin and Greek verses and prose. History is not taught; but the upper classes are directed to read portions, which, however, do not appear to be heard in school. No physical science is taught.

The average construing from Greek and Latin of the highest form is as good as that of average boys fresh from the sixth form of public schools ; and the grammar of the two highest divisions, when tested not by sentences to be constructed, but by questions, seemed

to be accurate, and to be more than usually well understood. But the composition, both in verse and prose, was bad; and there was no knowledge in the boys who were examined of the subjects of their books, or of the history of the times in which they were written.

The mathematics and the French and German were said by the masters who taught them not to be far advanced.

Few boys go from this school to the Universities, except those who gain the exhibitions. Of those who have gone, about half have obtained open scholarships, chiefly at Cambridge. In the years 1859—1864 inclusive eleven went to Cambridge, eight of whom became scholars. Out of eight who went to Oxford in the same time, one became an exhibitioner and one a Bible clerk. Some have succeeded in competitive examinations for clerkships or the services. The majority go direct into business or professions, and are never tested in their school work.

The teaching appeared to be better than the results, and the failure to reach excellence seems attributable chiefly to the fewness of the masters, and to an absence of competition, or of any high standard in school, owing to the early age at which the boys leave (generally from 15 to 17) and to the want of exhibitions and prizes open to the whole school, boarders as well as day-boys. Also, all the masters, except the first two, are underpaid, and are neither appointed nor removable by the head-master.

The discipline and tone of the school appeared to be good. A great defect is the absence of all physical training. Owing partly to the want of a playground there are few games, and those are not carried far. It seems probable that this has much to do with the general want of energy in the school.

Too little of the work is prepared in school. The greater part is required to be done at home; and much of the school-time is wasted by a part of each of the large divisions while the master is engaged with the rest.

The French and German suffer from the want of class-rooms in which the lessons could be said without interruption.

The English schools are governed solely by the trustees, who appoint and remove all the masters and mistresses, fix their salaries within the limits of the scheme, and admit the scholars, but seldom interfere in the internal management. The scholars are almost exclusively day-scholars. The English school.

The commercial school is composed of boys substantially of the same ranks as those in the grammar school, with a few sons of farmers and a larger proportion of the poorer classes. Very many enter without having passed through the preparatory commercial school, on a certificate of ability to read, which the trustees grant without much strictness. It is usual to remain at the school till 15 or 16, and some stay till 18. The commercial school.

The 320 boys are worked in five double classes by eight masters, the average of boys to each master being 40. Drawing is taught by the same master who teaches it in the grammar school. For French and German the same arrangement has been adopted, but distinct masters are to be provided.

Promotion and classification are chiefly determined by the aggregate of marks in all subjects, except drawing, together with the results of an annual examination, but partly by the discretion of the head-master.

All boys learn geography, English history, English grammar, Latin, and arithmetic. Greek is not taught. The highest 220 have to learn both French and German. The first class, and a few individuals besides, learn mathematics, mensuration, surveying, and book-keeping. Drawing is taught on the half-holidays to those who wish to learn it, about 80 in number. No physical science is taught. No special training is provided for any particular profession or examination. Mathematics occupy about three and a half hours weekly (in addition to arithmetic), and reach the sixth book of Euclid and the binomial theorem. The arithmetic was rapid and accurate. The French, so far as it was tested, was bad; very little had been read, and that had evidently been carelessly taught. The German master did not think well of the German. In Latin the first boys knew their grammar well, and were able to construe nearly a book of the Æneid very accurately and in good style.

Report of examiners on the commercial school.

The examiners appointed by the trustees to examine the school in June, 1865 (the Rev. C. Evans, head-master of the Birmingham grammar school, and the Rev. C. T. Arnold, a master in Rugby school), reported as follows:—

"We have again to express our unqualified satisfaction at the "general condition and efficiency of this school. The standard of "attainments is steadily rising year by year, and several subjects "of instruction which were only introduced a short time ago, are "now prosecuted with considerable success.

"There is a marked improvement in the Latin of the higher "forms, many of the translations were accurate, and showed a very "fair acquaintance with the language.

"The arithmetic and writing are good throughout the school, "and the higher mathematics generally were well done, nearly full "marks having been obtained by several of the boys.

"The average standard of attainments in the lower forms has "been raised; apart from the exertions of the masters, this result "may in some measure be due to the sound training afforded in "the preparatory school, of which we cannot speak too highly.

"There has been marked progress in German. In French the "work was unequal; in the same form there existed great dis-"parity of attainments, which must make it very difficult to teach "boys in such various degrees of progress at the same time. It "appeared to us that the passages brought up for examination "were too long to admit of accurate preparation; some boys, "however, did very well."

The importance of this, and previous similar reports is much affected by the fact, which appeared only upon independent inquiry, that not the whole of each division is submitted for examination. Only the better half or class of each division is presented, and consequently a too favourable general impression is produced.

The head-master when questioned did not deny the practice alleged, except as regarded the highest division, the whole of which he stated was examined.

Much evidence was offered of the general success of this school. It was, however, for the most part of an intangible kind educationally, being not in examinations, but in business. Two or three boys had succeeded in competitive examinations for the Audit Office, and the Customs. A few have matriculated at the London University. In 1861 and 1862, 33 passed in the Oxford middle-class examinations, but the number of those who passed in honours was not in proportion. The middle-class examinations have since then been discontinued so far as this school is concerned.

The system of promotion appears to be in some respects objectionable. After the June examination a general promotion takes place. The boys of a division thus recruited or re-formed are on probation during the first few weeks of the autumn half-year; and at the expiration of these weeks the division is subdivided into two classes, one containing the better and the other the worse scholars, for the rest of the scholastic year. During the whole of that year no promotion takes place either from division to division or from worse to better class within a division, unless in peculiarly exceptional cases; and at the general promotion of the following June only the better class of each division is promoted into a higher division, the worse class remaining for a new probation as before. The effect is, that a boy who after the first promotion cannot work to the front (*i.e.*, into the better class in his new division) in the first few weeks, loses a whole year in his advance, and may remain for another year with his inferiors. It is said that boys sometimes fail from this slowness of promotion ever to reach the top of the school, and consequently suffer the loss not only of higher teaching, but of the chance of the prize premiums.

The under-masters are too few, are ill paid, and are too exclusively taken from amongst former scholars, from which it follows that there is too little new blood in the system, and all the teachers are perhaps too much under the influence of the head-master who formerly taught and flogged them.

The preparatory commercial school is really as well as nominally preparatory to the superior school, yet is managed by a master completely independent. The preparatory commercial school.

The 237 boys, of ages between six and 10, are arranged in four classes as follows:

1st class,	39	boys,	1	master.
2d „	81	„	2	masters.
3d „	71	„	2	„
4th „	46	„	2	„
	237		7	

The average of scholars, most of them very young, to each master, being nearly 34.

All learn reading, writing, arithmetic, and English grammar. The two highest classes learn a little Latin grammar, and the

highest class a little English history and geography. The classification is chiefly by proficiency in reading.

The teaching in this school appeared to be excellent in every respect in the head-masters' form. The masters of the other forms are too few and underpaid. Until a year ago they were only five in number.

The national school.

The national school is well managed, but suffers greatly from the want of more masters, of whom there are only three, the average of boys to each being over 123. The want is ill supplied by very young monitors.

The girls' school.

The girls' school is for girls of the same rank as the boys in the national school. Very few are daughters of tradesmen. This school is in great demand, their being about 50 applicants who cannot be admitted.

The teaching appeared to be excellent, but would be still better if there were more mistresses. Five trained mistresses with two untrained girls have to manage and teach an average of 70 girls each.

In all the above four schools the discipline appeared to be very good. It is almost a necessary for existence where there are so many scholars to so few teachers.

The infant school.

The infant school consists of poor boys and girls together, taught by a master and two mistresses, each with an average of over 83 scholars. The building used for it is ill placed and destitute of all conveniences for teaching.

The hospital.

The hospital for poor boys and girls contains usually 13 of each sex. They are well-fed, clothed, and lodged. The girls are taught by a matron, the boys go to one of the English schools.

It is observed by the masters of both the commercial schools that the class taking advantage of them is constantly rising, the chief part of the constant increase of numbers being supplied by "squatters," or strangers lately settled in Bedford, of the upper middle classes.

Examination incomplete.

Admission to the English schools was not immediately granted by the trustees and when it was obtained time did not remain for more than a cursory observation of the manner and results of the teaching.

III.

The schools satisfy the inhabitants of Bedford;

There is all but universal agreement amongst the parents and inhabitants of Bedford, that the schools are at present excellent upon the whole, and that the education given is, with some reservations, suited to the wants of the scholars. It seems also to be certain that a great number of children receive a good education, who but for this charity would have received an inferior one, or in some cases none at all, and to this extent the great endowment is justified by its results.

but the education is not so good, nor so liberal, nor of so wide benefit as it might be.

But it is another question whether the most has been made of great opportunities. Largely endowed, well situated in a healthy country upon a fine river, within easy reach of Oxford on the one side and Cambridge on the other, these schools might have not only done all they now do but have become one of the greatest

places of liberal education in the country and of national as well as of greater local benefit. In fact they have never become more than a merely municipal institution, a better and larger sort of parish school for the small town of Bedford. Nothing has been done for a county poor in educational endowments, nothing for the country at large, and the schools themselves are of less reputation and efficiency and consequently of less benefit even to the inhabitants, through the practical exclusion of that class of boys, the pick of wide districts, which maintains the standard of public schools.

The chief cause of narrowed utility is in the constitution and mode of election of the governing body.

There can be no doubt that this narrowed utility of the schools is intimately connected with the constitution of the governing body. Of the 51 trustees all but eight are townsmen of Bedford. These eight, viz., the representatives in Parliament of the town and county, the lord-lieutenant, the recorder of the borough, and the head and under masters of the grammar school, by custom very rarely if ever attend the meetings of the board, so that the whole governing power is in fact now vested in a body of inhabitant trustees elected in a popular manner.

Owing to the lowness of the qualifications required for exercising the power of electing trustees, and for holding the office of trustee, persons have frequently been elected and are now sometimes elected without being sufficiently qualified to control and administer affairs of education, and complete strangers to the duties which they have to perform. Further, the trustees have considerable patronage in their hands, in the form of almshouses, of the appointment of masters in the English schools, of distribution of doles, and of charity contracts, and many of the electors are persons in a position of life in which the advantages of a liberal education are not so obvious as other advantages; and persons have been by them elected for political and other reasons unconnected with education, who have used their patronage for political purposes and their power as trustees in opposing whatever would favour the schools at the expense of the eleemosynary objects. However respectable and efficient the present body of trustees may be and for the most part are, there is no security that at any November election, upon a cry being raised that the alms are being diminished or that any supposed privileges are to be affected, 18 trustees (six elected as trustees simply, six as aldermen, and six as counsellors) will not be chosen who would obstruct with all their strength the progress of education. Supposing no such calamity to happen, it still remains that the trustees are too local in their views and too closely represent the prejudices and mental condition of the town with its fixed ideas of its right to alms jealousy of boarders and of all interference from without instead of being in advance in liberality. It must be remembered how great are their powers. They have (or are supposed to have) an absolute veto on all improvements in the grammar school, and the sole control and patronage of all the English schools.

Insufficiency of the change proposed in 1853.

No change in the governing body, such as that proposed in the rejected Act of 1853, which would merely change the mode of

selection and retain the restriction to persons living in the town or its immediate neighbourhood would, apparently, be sufficient. What is wanted is that with trustees elected by the parents or inhabitants who should continue to represent the wishes of the town, there should be associated men of larger views and accustomed to deal with education.

Second great cause, the comparative poverty of the schools from the amount spent on alms, and from the absence or insufficiency of the fees.

In the next place the utility of the foundation is much impaired by the privilege of free education established by the acts and scheme. Notwithstanding their large income the schools are poor because the numbers and the cost of education have outgrown sources of revenue which contain no expansive element. The buildings are insufficient, the masters are too few and generally underpaid, and these deficiencies will every year become relatively greater.

The following table shows the salaries of the various regular masters:

Grammar School.	Commercial.	Preparatory Commercial.	National.	Girls.	Infants.
£	£	£	£	£	£
300, with at present 700*l.* from fees, and 30 boarders	250 150 100	170 100 60	200 76 60	80 40 40	100 35 15
140, with 70*l.* from fees, and leave to take 20 boarders.	100 100 90 60	30 30 30		36 36 12 12	
130, with 150*l.* from fees, and 10 boarders. (This is the mathematical master)	60				
250					
150					
100					
100 80 (new masters.)					
80					

The head and second masters of the grammar school and the head masters of the other schools have houses found for them. The drawing master common to both schools gets 135*l.* for both together, the German master of the grammar school has lately been raised to 200*l.* (with the additional duty of teaching modern history), and the French master to 150*l.**

The salaries of the head masters of the two commercial schools, the masters of the girls' school, the classical assistants in the grammar school, and the drawing master, appear to be especially inadequate.

There are two ways in which more money can be obtained, the reduction of the alms, and the imposition of fees.

Out of a net income to spend of about 12,000*l.* a year about a quarter goes to other than educational objects. In the year 1864-5 (the last period for which the accounts are made up), 680*l.* went in apprentice' fees, 1,708*l.* 5*s.* 11*d.* in payments on account of the almshouses, 200*l.* 4*s.* 5*d.* in doles, and 560*l.* in marriage

* Some of the above salaries have only within a few months been raised even to their present amounts. The head masters of the English schools are allowed to take a few private pupils on their own terms; but this privilege is in practice not found to be of great value.

portions, besides other smaller payments. It is generally admitted in the town that the apprentice fees are useless. The custom of apprenticeship is dying out, and is merely artificially kept up in Bedford by these fees which procure for the boys few advantages which would not otherwise be open to them, and are said to be sometimes the subjects of corrupt arrangements between parents and incompetent masters. Also, being given without competition, or any other claim than birth in Bedford, they are no stimulus to learning or industry. The almshouses are at least too numerous. They are jobbed for political purposes, and, as they are at present managed, are a great waste of money. On the one hand, pensions without this restriction of residence, would be more useful, on the other, some of the best sites in the town are unprofitably occupied which might be sold or let with great advantage to the charity. That the doles are positively injurious, few deny. These, happily, will die out of themselves in a generation.

These funds are, so far, not only wasted but injuriously applied. The charity colours and determines the whole life of many in Bedford. It bribes the father to marry for the sake of his wife's small marriage portion; it takes the child from infancy and educates him in a set form, settles the course of his life by an apprentice fee, pauperises him by doles, and takes away a chief object of industry by the prospect of an almshouse.

There can be little doubt that much of these funds might properly revert to education.

But this change alone would not suffice, or at any rate would not long suffice, and the further means required must come from fees. There is a vehement objection on the part of the inhabitants to fees, but it is not an objection founded on reason or on any consideration of comparative advantages, but an absolute unreasoning claim to a supposed birthright to educational alms.

Argument for free education. The "squatters."

If there is any calculation of benefit of another kind, it is that the education is by its extreme cheapness, from the absence of fees, placed within the reach of many deserving persons, such as retired officers and widows of officers, who might otherwise be unable to educate their children for the station of life which they have themselves occupied. This, however, is at best but an imperfect and an indiscriminate charity, for it is exercised only on condition of the parents' residence in Bedford, and there is no selection of those who are really in need.

With regard to the founder's intention, it seems unnecessary to add anything to what has already been said (p. 5), further than that the resources of the charity are of a magnitude very different from those of which the founder directed the application, a magnitude which they have reached not by their own natural development, nor by the growth of Bedford, and that both the benefits and the recipients have been very greatly changed by time and the legislature.

What fees might be imposed. Cost

The following table shows the present average cost of education in the schools, out of the net income of the charity, farthings and fractions being omitted.

of education in the several schools.

In the grammar school	per head	-	£23	7	3
„ commercial school	„	-	6	10	4
„ preparatory commercial school	„	-	2	8	10
„ national school	„	-	1	5	4
„ girls' school	„	-	0	17	9
„ infant school	„	-	0	16	4
General average cost	„	-	4	9	4

If to this is added the proportion of the general costs of management which falls to the education, the general average cost will be raised to 5*l.* 0*s.* 5*d.* The value of the buildings is still to be added. When the number and salaries of the masters is increased, the average will be still further raised.

A fee amounting to about one-third of the ultimate cost in each school would not press very heavily on the parents, would still leave them a substantial pecuniary benefit from the charity, and would add greatly to the funds. The claims of those who are really poor might be provided for by the reservation of a certain number of vacancies in the upper for competition from the lower schools.

Fees must be paid by some class.

The time must soon come when some class must pay fees. Free education has already overstrained the existing resources, and will soon break them.

Probable increase of utility with fees.

Such an increase of means would allow of other extensions of the education desirable in themselves, and such as so rich a foundation ought to supply. Chief among these would be a school for girls of the middle class, for whom there is at present no provision. Another would be the engagement of competent teachers of physical science, especially for the commercial school.

The sum now applied to marriage portions would probably be of more use if applied to prizes or premiums for the girls' schools. Such premiums would be of great use to schoolmistresses or governesses starting in life.

Other charities in the town.

With regard to alms, it must be remembered that the town is overburdened with charity from other sources besides Sir W. Harpur's foundation. The property known as the St. John's charity alone is worth between 60,000*l.* and 80,000*l.*

Changes desirable in the several schools: In the grammar school.

A number of lesser changes are further desirable in the management and arrangement of the schools. First, with regard to the grammar school:—

Powers of New College.

1. The powers of New College require further definition. At present it is doubtful whether the college has any powers beyond that of suggesting changes. Its diligent endeavours to improve the school are defeated by the rule which requires the concurrence of the trustees.

Second master.

2. The powers of the head master over the second master require definition. There seems to be no reason why the second master should be in a different position from any other master. The importance of the position will of itself be a sufficient distinction and security.

3. In December 1865 the warden and fellows of New College adopted and communicated to the trustees the following resolutions :

(i.) The present restrictions on the number of boarders to be taken by the masters should be abolished, and the number of boarding-houses, and the number of boarders in each house, should be fixed from time to time by the head-master with the consent of New College. Boarders.

(ii.) Some capitation payment should be made to the head-master for boys over the number of 140, and to the second master for boys over the number of 100. Payments to masters.

(iii.) The scale of salaries of the lower masters should be revised.

(iv.) The appointment of all the other masters should rest with the head-master. Appointment of masters.

(v.) The head-master and other masters having boarding-houses should hold office during the pleasure of the College. All other masters should hold office during the pleasure of the head-master.

(vi.) The small payment at present made by all boys in the school should be increased. Fees.

(vii.) The exhibitions and prizes should be opened to the boarders as well as the town boys. Exhibitions and prizes.

(viii.) Provision should be made for founding some exhibitions to be held in the school.

Agreed,—that the above resolutions be communicated to the trustees, and that they be requested to take them into consideration, and, if they should approve of them, to apply to the Court of Chancery to procure the necessary alterations in the scheme.

All these propositions were rejected by the trustees, the third on the ground of want of funds, the 1st, 2nd, 4th, 5th, 6th and 7th, on general grounds, the 8th for both sorts of reasons.

All appear to be desirable to be adopted with the exception that if a different kind of trustees should be appointed the veto on the dismissal of masters having boarding houses might better belong to them.

The jealousy of boarders and of their being made eligible for the prizes and exhibitions is strong and all but universal in the town; but the comparative inferiority of the school seems to be in a great measure attributable to the want of the proposed extensions. The school was raised from insignificance entirely by boarders. When Dr. Brereton became headmaster in 1811 there was one scholar. He took boarders and by them maintained and raised the school. Day boys followed, and gradually almost monopolised the education. At last the inhabitants procured the limitation of the number of boarders in the Act of 1826.

Should the exhibitions be opened to boarders it would be necessary to provide that no boarder should be eligible who should not have been in the school for two or three years preceding the examination.

4. Some provision ought to be made for finding school books for deserving poor boys. The cost of them has had the effect in some cases of compelling such boys to leave the grammar for the commercial school. School books.

5. Special examiners should be appointed for French and German. Examiners in modern languages.

Secondly, with regard to the commercial and preparatory commercial schools, it is found that inconveniences follow from their separation. A clever boy rising from the lower school finds himself under worse teaching and amongst boys of a lower standard at the bottom of the upper school, and frequently loses or does not The commercial and preparatory commercial schools: their amalgamation desirable.

gain ground. It seems to be desirable that upon the next vacancy in the lower school, the direction of both should be given to one master.

The infant school should be discontinued.

It seems to be doubtful whether the infant school should continue to be maintained out of the funds of the charity. If it is retained, a new building will have to be found for it, at a cost which will injuriously affect the other schools; and it does not appear to be desirable that the charity should take upon itself the office of a dame's school. The same result will be obtained by requiring ability to read easy lessons before admission to the other schools.

The school buildings.

The series of school buildings is handsome and extensive, but neither so handsome as it ought to be nor extensive enough for the present numbers, nor well arranged. The bulk of each of these large schools has to be taught in one large room, without the class-rooms, which are necessary for the ordinary work, and still more for modern languages and drawing. Not less injurious is the want of sufficient playgrounds or playing-fields.

It would be an improvement if the girls' school could be removed from the neighbourhood of the other schools, if the houses of the head and second masters of the grammar school could be transferred to some other place, and their sites, with the small gardens which belong to them, and with the small playground or yard of the present girls' school, added to the existing small playing yards. Proper playing-fields ought further to be provided outside the town.

Want of relation between the schools.

One important point remains—that of the relation of the schools to each other. At present there is no connexion between the grammar school and the English schools. Few boys ever rise from these into it. Their systems and books are different, and the few who rise are at a disadvantage. Similarly few pass from the national into the higher English schools.

It is a question which there are here no materials to determine, whether much would not be gained by an affiliation of the lower schools to the higher, with a regular system of promotion, and one common management for the whole. At present there is no provision for leading up talent which may appear in the English schools through the grammar school to the highest education. In the crowded classes of the English schools there is no individual teaching. One general standard is maintained, and when a boy has reached that his education is over; he waits merely for a premium, and having gained or missed it, passes at once into his profession or trade.

20*th June* 1866.

REPORT ON JONES' FREE GRAMMAR SCHOOL, MONMOUTH.

By H. M. BOMPAS, Esq., Assistant Commissioner.

THOMAS JONES, by his will, gave to the Company of Haberdashers in London, the sum of 9,000*l.* "to ordain a preacher, a free school, and almshouses for 20 poor old diseased people, as blind and lame, as it shall seem best to them of the town of Monmouth where it shall be bestowed;" of this, 6,000*l.* was paid by him in his lifetime and the remainder by his executors. Accordingly, by letters patent of King James I., A.D. 1614, it was ordained that there should be in future for ever in the town of Monmouth one almshouse for the inhabitation, relief, and perpetual maintenance of poor people, and also one free Grammar school, for the instruction and education of boys and youths in the Latin tongue and other more polite literature and erudition, and that the said almshouse should thenceforward for ever be called the Almshouse of William Jones, in Monmouth, in the County of Monmouth, and the said school should thenceforward for ever be called the Free Grammar School of Thos. Jones, in Monmouth, in the County of Monmouth; and that the almshouse should consist of 20 poor persons, and the school of one schoolmaster and one undermaster. It was also ordained that there should be one preacher of the Divine word, to perform service in any church in the town, or in the almshouses.

The letters patent also incorporated the master and 4 wardens of the Haberdashers' Company for the purpose of holding lands for the charity, and gave them power to appoint the master, and to make laws, statutes, decrees, and ordinances for the school.

The endowment at present consists mainly of an estate of about 300 acres, situated at New Cross on the Old Kent Road, at the point where the London and Greenwich, the London and Brighton, the London and Croydon, the South-eastern, and the Thames Junction railways approach and intersect one another. The income derived from this property has already largely increased, having risen from 779*l.* in 1832 to 2,148*l.* in 1864, and that notwithstanding the sale of sundry portions to the different railway companies for a sum the amount of which I have not been able to ascertain. I understand, however, that the income of the charity will be largely increased by the sale.

About 130 acres of the land was leased in the year 1763 for 150 years. This considerably lessens the present value of the property, as it prevents that part being employed for building purposes. It is probable, however, that some arrangement will be made before long for the surrender of the lease, which will be advantageous to all parties. If this should be done, it will at

once make a large increase in the income of the charity. The income derived from the rest of the estate increases from year to year, and as the land is just become suited for building purposes it will probably increase more and more rapidly, and to a very large extent. The present income is upwards of 3,000*l*. It is the great value of this endowment which renders this charity such an important one.

The charity is vested in the Company of Haberdashers as governors, and they were incorporated for that purpose; they are assisted by a body of 12 visitors, who consist of some of the leading gentlemen living in the neighbourhood of Monmouth, and who superintend the school, and carry out the rules which have been laid down by the governors under the direction of the Court of Chancery. By these rules the school consists of 100 boys who are chosen by the visitors, and is entirely free, the boys not even paying for their books; it is entirely a day school, the master not being allowed to take boarders.

The class of boys who attend the school are principally the sons of labourers and small tradesmen. The sons of professional men in the neighbourhood hardly ever attend, an objection being felt by their parents to their associating with the lower class of boys in the school. About half the boys in the school are of a class who would usually attend National or British schools, and many boys leave National schools and apply for admittance at the grammar school in order to save the weekly payment and the price of books which they must pay at the National school.

The school is divided into a classical and a commercial school. The former contains 25 and the latter 75 boys. Both schools appear to be exceedingly well taught. In the classical school the boys appear to have made as good progress as in any of the grammar schools in my district. None of the boys, however, go up to the universities, and two scholarships, which are open to any boy doing so, are vacant; they would be given as a matter of course to any boy who wished to go up to the university.

The proficiency of the boys surprised me the more as the mode of election of boys appears to be singularly ill adapted for the purpose. They are elected by the visitors at their quarterly meeting by an examination in reading only, the best reader being selected without any reference to their comparative ages. Candidates must be natives of one of the three counties of Gloucester, Hereford, and Monmouth, and between the ages of 8 and 14. No reference being made to age in the examination, boys seldom succeed in entering the school till 12 or 13, and till that time they spend their time principally in practising reading, often confining themselves almost entirely to the reading of the book which it is known that the visitors usually use in their examinations. I believe, however, for the future the visitors will make some difference in this, taking the age of the candidates into consideration, and perhaps including arithmetic or dictation in the examination. The candidates are usually much more

numerous than the vacancies. On the last occasion before my visit to the school, there had been three vacancies and 20 candidates.

New school buildings have just been erected at the cost of 5,294*l* They include a schoolroom, two class rooms, in one of which the classical portion of the school is usually taught; a library, a chapel, and a house for the second master; there is also a large house and garden for the head master and another for the lecturer. Unfortunately the architect has arranged the buildings in a most inconvenient manner, and the ventilation is deficient. The schoolroom itself is a good room, but the class room in which the classical boys are taught is too small for the purpose.

Owing to the fact that the master is not allowed to take boarders the boys from a distance lodge in the town without any supervision; this appears to produce, as might be expected, very bad effects on the moral characters of some of the boys. About one third of the boys come from the country, and are lodging in the town. When their reading is equally good boys natives of the town of Monmouth have a prior right to election into the school.

The above will give some idea of the present state of the school; it affords a good free classical education to a certain number of the sons of tradesmen and farmers, and a good commercial education, also free, to a certain number of labourers' and small tradesmen's sons, who would otherwise go to National or British schools. The income of the charity, however, already exceeds the expenditure by more than 1,000*l.* per annum, and application has in consequence been made to the Charity Commissioners for an extension of the scheme; and much discussion has taken place and very warm feelings have been aroused among the inhabitants of Monmouth and its neighbourhood. Four parties have made suggestions for the extension of the charity, viz., the governors, the visitors, the mayor and corporation of Monmouth, and a committee of the inhabitants elected at a public meeting, representing a large number of persons who differ from the views of the mayor and corporation. When I went to the town for the purpose of meeting the visitors I was at once waited upon by members of each of the three last parties, anxious to press their views upon me, and I had subsequently the advantage of a long interview with each of them, at which their views were fully explained; and I would express my thanks to all for the kindness and courtesy shown me on the occasion. I had also the benefit of hearing the views of the present master and of the lecturer, Rev. J. D. Watherston, who was formerly for many master of the school.

Before stating the several views expressed to me it may be well to call attention to what appear to have been the views of the founder. It is clear that he intended that the school should afford a very high class of education, indeed he seems hardly to have contemplated the more elementary branches being taught in it. It does not appear that he wished to confine the school to natives of Monmouth or the neighbouring counties, but only to

benefit the town by establishing in it a large school. An opinion to the above effect was given by the present Vice-chancellor Page Wood when at the bar. Considering, however, the alteration in the state of education throughout England, the increased facilities for obtaining a high class education by the upper classes, and the large amount of the present income of the charity, the original plan of the founder can hardly perhaps be considered as still binding.

All parties agree that no increase in the number of almshouses or the weekly amount paid to the almspeople is desirable, and that the surplus income with the exception of a small sum to increase the salary of the medical officer, and provide a second nurse, ought to be applied to the purposes of the school.

It is considered by the visitors of the school, (and the mayor and corporation, with only two dissentients, concur in this view,) that the school ought to be made a first-rate public grammar school, providing an education suited for the highest as well as the middle classes. With this view they propose that the masters should be allowed to take boarders, and that pay-boys should be admitted into the classical and commercial schools at a capitation fee of eight guineas a year far the classical school, and two guineas a year for the commercial school; that there should still continue to be 100 free boys, who should be selected, as heretofore, by the visitors after an examination which should include, however, dictation and the elementary rules of arithmetic, in addition to reading; that the free boys should be admitted at first into the commercial school, and pass from thence into the classical school, if they show themselves fitted for it at the annual examination. They recommend that the surplus income and the capitation fees should be employed partly in providing good salaries for as many masters as may be necessary, and partly in establishing several additional scholarships, tenable at either of the universities. On this latter point they are unanimous and appear to feel strongly.

In support of their opinions they urge that the founder evidently intended to provide an education of the very highest class, whereas, by the present constitution of the school, the professional men of the town and neighbourhood are practically prevented from sending their children there; that it is unlikely that there will be more than 100 boys wishing at any one time to enter the school as free boys, except such as seek only the education afforded at a National school, and who gain little real advantage by being admitted under the present system; that, by giving the master a direct interest in the school by allowing him to take boarders and pay-scholars, a guarantee is obtained for his efficiency, which is almost essential to the prosperity of the school.

The committee of inhabitants, on the contrary, oppose in the strongest manner any alteration in the present constitution of the school, and recommend only that the number of boys should be increased, and with them the number of the masters and the amount of their salaries. They state that previously

to the year 1827 the head master was allowed to take boarders, and that the head master at that time had 80 boarders, and used every means in his power to discourage the attendance of free boys, allowing his boarders to ill-treat them until they ceased to come to the school. They urge that this school was intended to be, and always has been, a free school, and that if pupils who pay in any form are admitted it will lead to the neglect of those who do not. It is on this ground only that they object to boarders, and they would have no objections to the boys who come from the country being received as boarders, and placed under the care of the head and other masters, if they were only required to pay their share of the money actually expended in feeding them, so that no profit should be made either by the master or the charity, and they should be as strictly free boys as those who only attended daily. They state their belief that, if the number of boys to be admitted into the school were increased to even 300 or 400, there would still be candidates enough to fill it from Monmouth or the three neighbouring counties, the population of which amounts to 784,115.

The governors agree with the scheme put forward by the visitors, but suggest that, instead of the masters being allowed to take boarders, ~~there should be a bursar, and a common hall~~ and dormitory, as at Wellington College. To this latter suggestion the visitors would not strongly object; but the mayor and corporation do so, on the ground that it would deprive the master of all interest in the success of that part of the establishment. An opinion differing from all of them was expressed by Rev. J. D. Watherston, who was for many years head master of the school, and now holds the office of lecturer. He considers that it is undesirable that the sons of labourers, who only desire an elementary education, should be admitted into the school, as the standard of work is thereby lowered, and the school rendered practically unsuited to the sons of the upper classes, while the advantage to the boys themselves is very small. He proposes that there should be no free admissions, but a small capitation fee, viz., one guinea a year to the commercial and two guineas a years to the classical school, which would prevent boys seeking admission merely to avoid the small payments required at the National schools; while it would not be any real hardship even to small tradespeople and farmers. With the other recommendations of the visitors, viz., that the masters should be allowed to take boarders, and that an endeavour should be made to render the classical part of the school in every way suited to the sons of the professional men and gentlemen of the neighbourhood, he fully concurs.

It is not my duty here to express an opinion of these schemes, or to state any plan of my own. The general principles which should guide the employment of endowments as far as they appear to me to be deducible from the facts I have observed in my district are stated by me in my report, and are I think pre-eminently applicable to a school such as the Grammar school at Monmouth.

I may, however, add the following remarks: if boys are to be admitted as they are at present, whose homes are at a distance from Monmouth, it is essential that accommodation for boarders should in some form be provided. The opinion I have heard expressed by all who were competent to form an opinion, is most unfavourable to the system of allowing boys to live in a town by themselves and without any supervision for the purpose of attending a school. For this reason it will probably be necessary to extend the present buildings. This might, I think, be done without much difficulty, though the ground on which the present building stands is rather confined. A thoroughly competent architect should be employed for this purpose.

The system of admitting boys free has one advantage; it enables the master to insist on certain rules, and in particular on the regular attendance of the boys, without objections by the parents who feel that they have no claim to regulate an education for which they do not pay, and are unwilling to risk the loss of the advantages of the school. Whether the disadvantages known to attend the perfectly free admission of boys to a school are more than compensated in the above way, is a question on which I need not enter.

The appointment of all the masters rests at present with the governors the head master having no voice in the matter. The masters are appointed for six months on probation, after which the visitors report to the governors their opinion of his competency before the appointment is confirmed. The times and number of holidays and of the hours of school and other such matters are also regulated by the rules of the school. Whether it would be consistent with the well-being of a large school that the power of the head master should be so limited may be questioned.

I may state in conclusion that the town of Monmouth, which is a quiet and beautifully situated county town, and will ere long be connected by different railways with all parts of England and Wales, appears to be particularly suited for a large school of any description.

One other matter connected with the charity requires observation, and that is the office of lecturer. The lecturer at present receives a salary of 175*l.*; his duties are threefold, to visit the almspeople, to preach twice on Sunday, and to examine the school from time to time and to inform the governors if any irregularities are committed by the head master. The present lecturer states that he considers that this latter power, would, if ever exercised, be only productive of evil, and of this I suppose there can be no question. It is, I believe, generally admitted that a separate service for the boys of a large school is desirable, and it is certainly well that there should be in some form a chaplain to the almshouses; but these two duties do not afford together sufficient employment for a clergyman's whole time, and the former ought probably to be in some degree under the control of the head master. Under these circumstances I think

it is very desirable that the office of lecturer should be abolished, and that a stipend of say 50*l.* should be given to such one of the curates of the parish church at Monmouth as should be appointed chaplain to the almshouses, and that an annual stipend of say 100*l.* should be paid to the head master or such other master as he should appoint in consideration of his preaching twice on every Sunday in the chapel attached to the school, at which services the almspeople should be permitted to attend.

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